DOCUMENT RESUME

ED 237 487 SP 023 315

TITLE	Status of Teacher Education as It Relates to Critical Issues in Georgia. Commission Working Paper.
INSTITUTION	Georgia Professional Standards Commission, Atlanta.
PUB DATE	Sep 83
NOTE	106p.
AVAILABLE FROM	Georgia Professional Standards Commission, 1645 Tullie Circle, NE, Suite 105, Atlanta, GA 30329 ($6.00).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Standards; Admission Criteria; Financial Support; Graduation Requirements; Higher Education; Program Evaluation; *Schools of Education; State Standards; *State Surveys; *Teacher Education; *Teacher Education Programs; Teacher Educators; Teacher Salaries; *Teacher Supply and Demand
IDENTIFIERS	*Georgia

ABSTRACT

National concerns about teacher education formed the framework for a survey questionnaire submitted to 33 Georgia colleges of education. Responses were received from 23 institutions, which provided information on developing trends in Georgia teacher education for the academic years 1977-82. Major areas covered were: (1) producing the necessary number of new teachers to meet current and future demands; (2) defining and measuring the quality of academic standards of teacher education programs; (3) determining the appropriate length for training programs and determining an essential knowledge base which will meet the demands of public schools; (4) defining the appropriateness of faculty qualifications and productivity; and (5) examining the current level of financial support for teacher education and identifying fiscal necessities. Data is presented on concerns in the specific areas of early childhood programs, elementary, middle, and secondary programs, and specialized K-12 programs. An analysis of data covers statistics on enrollment, graduation criteria, withdrawals, admissions criteria, course offerings, faculty qualifications and salaries, student teaching requirements, and institutional support of teacher education programs. Recommendations are made for the Georgia Board of Education. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237487

STATUS OF TEACHER EDUCATION
AS IT RELATES TO CRITICAL ISSUES IN GEORGIA

Commission Working Paper

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Barbara R. Hatton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

September 1983

Georgia
PROFESSIONAL STANDARDS COMMISSION
Suite 105
1645 Tullie Circle, NE
Atlanta, Georgia 30329

SP023315

MEMBERS, PROFESSIONAL STANDARDS COMMISSION

SHERMAN R. DAY
CHAIRMAN
Georgia State University
Atlanta

JOYCE ANN BROWN
First Grade Teacher
Fair Oaks Elementary School
Marietta

ANNE FLOWERS
Dean, School of Education
Georgia Southern College
Statesboro

MARVIN FRALISH
Principal
Stone Mountain High School
Stone Mountain

CARL E. FRANKLIN
Instructor of Physics
The Westminster Schools
Atlanta

JOHN GOODLETT
Counselor
Southwest High School
Atlanta

BARBARA R. HATTON
Dean, School of Education
Atlanta University
Atlanta

GLENN E. HECK
Chairman, Houston County
Board of Education
Warner Robins

EARLINE LOUDERMILK
Third Grade Teacher
Hazel Grove School
Mount Airy

GWENDOLYN MUNDY
Elementary Curriculum Director
Hall County School System
Gainesville

PEGGY NEAL
Mathematics Teacher
Burney Harris Middle School
Athens

LOUISE RADLOFF
Member, Gwinnett County
Board of Education
Norcross

WERNER ROGERS
Associate State Superintendent
of Schools
Office of Planning and Development
Atlanta

KAREN E. RUFF
Teacher of Biology
and Physical Education
Cartersville High School
Cartersville

EDITH SMOAK
Social Studies Teacher
Brunswick High School
Brunswick

JACQUELYN W. STEPHENS
Professor of Education
Armstrong State College
Savannah

LeANNA WALTON
Principal
Palmyra Heights Elementary School
Albany

RICHARD YOUNG
Superintendent
Ware County Schools
Waycross

STATUS OF TEACHER EDUCATION
AS IT RELATES TO CRITICAL ISSUES IN GEORGIA

Commission Working Paper

SHERMAN R. DAY
Chairman

BARBARA R. HATTON
Vice Chairman

SUZANN R. HARRISON
Executive Secretary

Copies of this publication are available from the Commission. When ordering, please specify the name of the publication and send a check in the amount of $6.00 for printing and postage expenses. Please make the check payable to the Professional Standards Commission and forward to the address below.

September 1983

Georgia
PROFESSIONAL STANDARDS COMMISSION
Suite 105
1645 Tullie Circle, NE
Atlanta, Georgia 30329

NOTE: All information in any section of this working paper on teacher education pertains to the five-year period studied: academic years 1977-78, 1979-80, 1981-82, and the ensuing summer sessions. All information (unless otherwise noted) comes from data reported by each individual institution.

The reader will note that this initial data collection effort does not permit one class to be followed through the sequence indicated, but subsequent annual data collection efforts should facilitate that possibility.

Thus, the reader is asked to be especially careful in reading any "average" figures and commentary or in inferring any assumptions from the comments and information summarized in the working paper. (Not all teacher education institutions were able to respond to the request for information. Not all responding institutions were able to report all information in all categories. Neither do all responding institutions have all teacher education programs studied.)

PREFACE

The Georgia Professional Standards Commission is pleased to share "Status of Teacher Education as It Relates to Critical Issues in Georgia" with concerned Georgians.

The Commission working paper reports data from a study of Georgia teacher education for a five-year period--academic years 1977-78, 1979-80, 1981-82, and the summer sessions following each of those years. Among the features of this report are a brief overview of national issues in teacher education, an analysis of what the study revealed about teacher education in Georgia, and conclusions from analysis of the Georgia data in the context of the national issues identified.

The Commission hopes that the information contained in this report will stimulate thought, discussion, and action contributing to an increase in the scope and quality of teacher education programs and in the teaching profession.

The Commission welcomes comments and suggestions regarding standards for teacher education, certification, and staff development in the State.

The Commission deeply appreciates the cooperation and assistance of many individuals and organizations contributing information to and encouragement for this project. Special recognition and acknowledgment are expressed to the Georgia Board of Education, the Board of Regents, the deans and heads of teacher education at Georgia institutions of higher education for their roles in responding to a comprehensive questionnaire, and the general partners of the consulting firm EDCON Associates, Inc., for their efforts in questionnaire design, data collection, and analysis.

Sherman R. Day

Sherman R. Day
Chairman

EXECUTIVE SUMMARY

The 1980's are a decade of great interest in and concern about educational quality. As individuals and groups assess the role, impact, and future of public education, a good deal of their concern is directed toward teachers and the institutions which prepare them. This public concern about educational quality in Georgia and the nation provides an incentive to review and strengthen practices and policies which can help to provide for more effective use of our educational resources.

One of those resources is the teachers who instruct our students and the preparation and selection route they follow to become teachers. A basis for assessing some of these concerns and for strenghtening certain policies and practices is the compilation of an objeive, accurate data base about certain variables in teacher education and their relationship to the teaching profession. Accordingly, in October, 1982, the Commission requested information from each of the thirty-three Georgia colleges and universities engaged in teacher education. Responses to the comprehensive questionnaire were received from twenty-two campuses, two-thirds of the total pool.

The objective of this study was to begin a data base on teacher education. Such data will be useful to the Commission and to other individuals, groups, and organizations concerned about the improvement of teacher education. To get a picture of developing trends in Georgia, information was requested for six time periods: academic years 1977-78, 1979-80, and 1981-82, and the ensuing summer sessions. The Commission

questionnaire solicited information in these categories: campus-wide information, general teacher education information, and information about programs in early childhood education, elementary education, middle grades education, selected programs in secondary education, and selected programs in special fields of education.

As a result of the information gathered through the "Status of Teacher Education as It Relates to Critical Issues in Georgia" project, it is possible at this time to reach conclusions. The conclusions reached are a result of initial analysis of the data gathered in the context of the five major national concerns in teacher education as identified in the literature and described in the introductory section of the study.

Following are initial conclusions responsive to each of the major national concerns identified in the literature:

Supply and Demand

It is evident from the enrollment and graduation data gathered in this study that while overall higher education enrollments in Georgia continued to increase between the years 1977 and 1982, enrollment and graduation in programs in teacher education declined sharply during that time. Total reported undergraduates in education declined during the period from 1,875 for 1977-78 to 1,700 for 1979-80 to 1,421 for 1981-82. Reported graduate degrees in education also show a decline from 3,449 in 1977-78 to 3,047 in 1979-80 to 2,577 in 1981-82.

Declines in production of new teachers were most marked in secondary education, but also evident in special fields of education and middle

TEACHER SUPPLY TRENDS

Figures reported for graduates in early childhood education show a rather stable picture. Still the reported totals for each year studied--302 for 1977-78 and the ensuing summer session, 452 for 1979-80 and the ensuing summer session, and 572 for 1981-82 and the ensuing summer session--are not large in comparison to approximately 1437 Georgia schools with grades K-7.

Data for elementary education reflect the fact that the Georgia teacher certification structure in the last few years has adopted the categories of early childhood education, middle grades education, and secondary education. Sixteen of the responding institutions reported that they have not had an operating program in elementary education during the five-year period relevant to this study.

Graduation data from middle grades teacher education programs reflect the fact that middle grades education programs at many campuses are new, with the 1981-82 year being the first in which there was a sizeable graduating class at many institutions.

The information provided, as reflected in enrollment statistics reported, portrays a decline in production of secondary education teachers at most institutions, although some campuses reported fairly stable numbers of graduates over the five-year period. It would appear that the more rapid decline indicated by enrollments will result in even fewer secondary education graduates in the years following 1982. The actual number of graduates reported from programs is extremely small even in the areas of social studies, English, and vocational education.

Only seven foreign language graduates were reported for academic year 1981-82 and the following summer session; the reported total for the period studied is only 25. Mathematics graduates also show a steady decline, according to the reported numbers. Academic year 1977-78 and the ensuing summer session produced a meager 49. The figure declined to 47 for the comparable periods in 1979-80, and further to 38 for the same periods of 1981-82.

Bleak figures for the number of science graduates reported have held relatively stable--but alarmingly low--throughout the periods for which data were reported: 1977-78 and the ensuing summer session, 22; 1979-80 and the ensuing summer session, 25; and 1981-82 and the ensuing summer session, 24. (Data on number of reported graduates are summarized on pages iv and v.)

SUMMARY OF TEACHER EDUCATION GRADUATES IN SELECTED

To ascertain trends in teacher supply from Georgia teacher education institutions, graduation figures were requested for academic years 1977-78, 1979-80, 1981-82, and the following summer sessions. This time span was used to obtain a view of developing trends. Although all institutions were not able to provide figures for each year, the general trend is that production of new teachers in Georgia declined sharply during the five-year period.

Undergraduate Early Childhood Education Degrees

Figures in early childhood and middle grades education may be influenced by the changeover from elementary (grades 1-8) certification to early childhood (grades K-4) and middle grades (grades 4-8) certification. Reported figures for the number of early childhood graduates are:

1977-78*	302
1979-80	452
1981-82	572

Undergraduate Middle Grades Education Degrees

A number of institutions did not have a middle grades program during the first few years covered by the Commission study. Thus, it is difficult to note patterns or trends. Reported figures for middle grades education graduates are:

1977-78	162
1979-80	176
1981-82	215

*NOTE: In this report, figures for the summer session have been combined with those of the preceeding academic year.

Undergraduate Elementary Education Degrees

A number of institutions reported they had phased out elementary education programs. They may have had elementary programs during part of the period studied and not have reported any figures. Six institutions reported some elementary graduates. Those figures are:

1977-78	241
1979-80	185
1981-82	19

Undergraduate English Education Degrees

Figures for bachelor's degrees in English education declined:

1977-78	73
1979-80	62
1981-82	40

Undergraduate Foreign Language Education Degrees

Only seven foreign language graduates were reported for 1981-82; the total for the period studied is 25. That total is distributed:

1977-78	11
1979-80	7
1981-82	7

CERTIFICATION FIELDS FOR 1977-78, 1979-80, and 1981-82

Undergraduate Mathematics Education Degrees

Mathematics education graduates show a decline:

1977-78	49
1979-80	47
1981-82	38

Undergraduate Science Education Degrees

Bleak figures for science education graduates held stable but alarmingly low:

1977-78	22
1979-80	25
1981-82	24

Undergraduate Social Studies Education Degrees

Reported figures for bachelor's degrees in social studies education declined:

1977-78	156
1979-80	150
1981-82	110

Undergraduate Vocation Education Degrees (Includes Business and Home Economics)

Figures reported for undergraduate vocational education degrees also include business and home economics. Still the trend is downward:

1977-78	225
1979-80	222
1981-82	198

Graduation statistics in special fields of teacher education (fields in which certification is on a K-12 basis) were requested for four specified fields.

Undergraduate Degrees in Art Education

Figures for art education graduates also dropped:

1977-78	89
1979-80	77
1981-82	58

Undergraduate Degrees in Music Education

The number of undergraduate degrees reported in music education remained relatively stable:

1977-78	112
1979-80	92
1981-82	112

Undergraduate Degrees in Physical Education

The supply of new graduates in physical education also declined:

1977-78	216
1979-80	202
1981-82	186

Undergraduate Degrees in Special Education

The potential supply of new teachers majoring in special education remained relatively stable:

1977-78	164
1979-80	161
1981-82	174

grades education. The new field of early childhood education appears not to have declined markedly, but the stability of enrollments in that field is at a low level.

Without specific information on the demand for new teachers in Georgia, it is not possible to interpret the full meaning of these trends. If, however, the anticipated public school enrollment increase predicted on current births materializes nationally, one can assume that steps will be necessary to reverse the decline in teacher education enrollments in Georgia in the immediate future. Information is also lacking at this time concerning the reason for the enrollment decline in teacher education in Georgia between 1977 and 1982, but if the national literature is accurate, one must again assume that the field of education has in several ways lost its attraction for many of the most potentially qualified young people, and steps will need to be taken in Georgia and elsewhere to make teaching a more attractive field both financially and intellectually.

Admissions Standards

Based upon the data acquired through this study, it seems clear that there is little variation among the basic criteria for admission to undergraduate study and the criteria later used for entry to teacher education and student teaching on most campuses in Georgia. Nor is there any significant difference in criteria for entry and retention in teacher education between the different types of programs (early childhood, middle grades, secondary, and special fields of education). These findings are quite consistent with the national literature on teacher education; Georgia

is not at odds with other states with respect to its admissions standards for teacher education.

It must be noted, however, that contrary to assertations which have been made nationally, the data in this study would suggest that there has not been any weakening of teacher education admissions standards in Georgia in response to the decline in enrollment during the years of this study. As applications to programs in teacher education have declined between 1977 and 1982, the proportion of such applicants accepted to teacher education has remained fairly stable. This would appear to be rather solid evidence of a consistency in standards even in the face of hard times for schools and colleges of education in the State.

What remains unanswered, however, is whether this status quo is adequate. As reported in the literature, there are some critics of teacher education who call for much higher admissions standards, and there are responses to such calls citing the argument that if society wishes to have an adequate teaching force both in terms of numbers and representation of an appropriate mixture of racial and ethnic backgrounds then it is not realistic or workable to consider a significant toughening of standards.

Program Quality and Quantity

The program descriptions submitted in response to the study are rather consistent in nature. Teacher education programs in all areas (early childhood education, middle grades education, secondary education, and special fields of education) in Georgia contain a standard background in liberal arts and sciences of approximately two years of study, and

significant professional and teaching content components during the upper division years. The amount of professional study compares very favorably with many other states, in that Georgia institutions of higher education have retained a strong sequence of professional courses for all programs at a time in history when such professional study has been greatly curtailed in several other states. The one area of preparation which appears to be inadequate, based upon the tenets of most contemporary research, is the relatively brief period of student teaching common to programs at all but one of the responding institutions. Nine weeks of full-time student teaching is less than that suggested by most research, or required by many other states in the country.

The difficulty inherent in this finding is, of course, that if one is to increase student teaching, then what does one cut? The importance of the collegiate background in the liberal arts and sciences, the critical nature of the preparation in teaching content fields, and the necessity for adequate professional study are all equally supported by educational research and opinion. The only viable answer, and one which is gaining attention nationally and surely deserves serious consideration in Georgia, is the expansion of basic teacher preparation programs beyond the current minimal four years of study.

Although the data from this study appear ample to draw some conclusions about the quantity factors of teacher education programs in Georgia, it is clear that a collection of paper evidence of this nature does not allow any substantive comment on quality. While the course descriptions from each of the campuses appear to provide a liberal arts and sciences background, a

teaching content major, and a professional preparation of appropriate scope and depth in the various programs upon which reports were received, it is not possible to make adequate judgments simply on a paper review.

Teacher Education Faculty

The evidence collected would appear to describe a core of primary professional faculty for each program at each institution of appropriate academic standing and significant professional experience. Most such faculty possess the doctorate and the average experience is approximately twenty-years, including public school service relevant to current instructional assignments. It also appears from the data collected that at most institutions the supervision of student teachers is handled by regular members of the faculty or by adjunct personnel with similar qualifications. While this review of faculty on paper would suggest that programs of teacher preparation in Georgia are appropriately staffed, it is again not possible to draw any conclusions about the actual quality of instruction in the programs from the information available in this study.

Institutional Support

Some tentative conclusions about the level of institutional support provided teacher education on campuses in Georgia can be formed from the data in this study. Based upon information available about faculty salaries, comparisons have been made between average campus-wide salary patterns and average salaries reported for professional education faculty in this study. The results of those comparisons, however, demonstrate no

clear pattern, since in some instances education faculty average above and in other cases below the campus norms. Divergence from the campus norm is slight in either direction in most cases, and the tentative conclusion would be that education salaries do not differ significantly from other faculty salaries in the state of Georgia.

With respect to institutional support for academic programs in the field of teacher education, based upon information gathered concerning average class size and credit-hour production, the evidence is again mixed. In some cases it appears that classes in teacher education are markedly larger than campus-wide norms, thus suggesting a lack of appropriate institutional support in this area; in other instances data reported on teacher education programs show a lighter load than campus-wide. Unfortunately, few of the institutions responding in this study were able to provide effective responses to questions concerning campus-wide enrollments and credit-hour production, and thus the available comparisons are quite limited. The tentative conclusion based on available data is that there may be reason for concern about the apparently inadequate level of institutional support for academic programs in teacher education on some campuses in Georgia.

Our nation is suffering a teacher gap--not only a shortage in numbers but more importantly a shortage of qualified teachers in critical subjects. Analysis of teacher education in Georgia parallels the findings of most national studies, i.e. the number of individuals preparing to become teachers continues to decline and the quality of individuals

choosing teaching as a career is also suffering. The decline in the production of qualified teachers is of tremendous importance and must be addressed. The Commission hopes the information contained in this report will assist in meeting the challenge to attract and retain quality personnel.

Based on analysis of the data in this study of teacher education in Georgia, discussion with practitioners, information provided by professional education organizations, review of existing research and practices in teacher education, and the educational backgrounds, training, and experience of members of the Professional Standards Commission, the Commission submits the following recommendations.

- The Professional Standards Commission recommends that the Georgia Board of Education, in conjunction with the Board of Regents and private colleges, collect and disseminate supply and demand data on teacher education to appropriate institutions, organizations, legislative bodies, and other interested parties such as high school counselors.

- The Professional Standards Commission recommends that the Georgia Board of Education request additional appropriations for scholarships, low interest loans, and loan forgiveness programs to attract scholastically superior students who will agree to work in geographic areas of high need and in disciplines where shortages are acute. Such programs may include experienced teachers, as well as teacher candidates, who are working toward dual and/or additional certification.

- The Professional Standards Commission recommends that the Georgia Board of Education develop new requirements and alternative routes for granting certification to college graduates who do not have the required professional education courses and who wish to teach at the secondary level. Such requirements might include enrollment in a carefully-structured and sequenced graduate program and an internship. Successful completion of the graduate program and internship would culminate in a master's degree and fifth-year certification.

- The Professional Standards Commission recommends that the Georgia Board of Education, in conjunction with the Board of Regents and private colleges, analyze data on teacher education graduates, such as the Teacher Certification Test (TCT) scores, to assist in determining State needs, resource allocation, and technical assistance necessary to improve the quality of teacher education programs and graduates in Georgia.

- The Professional Standards Commission recommends that the Georgia Board of Education require for teacher education program approval that institutions submit a continuing professional growth program for teacher education faculty to ensure that they are current with state of the art practices in elementary and secondary schools. These programs might include field experiences such as faculty exchanges with elementary and secondary schools, teaching internships in public schools, and specialized professional growth experiences to keep college faculty current and relevant.

- The Professional Standards Commission recommends that the Georgia Board of Education review the standards on field-based preparatory experiences to see if teacher education programs in Georgia are conforming with the recommendations of national studies.

The very best way to improve education in Georgia is to place a qualified teacher in every classroom. Yet the study by the Commission concludes that Georgia is facing and will face a crisis in both the numbers and quality of teachers. The Commission supports any effort by the colleges, universities, governing boards, or legislative bodies to improve teaching and teacher education in Georgia. We hope our recommendations have addressed at least some of the current problems.

TABLE OF CONTENTS PAGE

INTRODUCTION: SETTING THE CONTEXT FOR EXAMINATION OF CRITICAL ISSUES IN TEACHER EDUCATION IN GEORGIA. 1
Supply and Demand. 2
Admissions Standards. 3
Program Quality and Quantity 3
Teacher Education Faculty 4
Institutional Support 5
A Context for Study of Georgia 5
THE QUESTIONNAIRE: ITS DEVELOPMENT, DISSEMINATION, RESPONSE, ANALYSIS, AND VALIDATION 6
Development. 6
Dissemination 7
Response. 8
Analysis. 10
Section One: Campus-Wide Information 10
Enrollment. 10
Graduation. 18
Withdrawals 18
Institutional Support 20
Course Offerings. 22
Section Two: General Teacher Education Information. 23
Enrollment. 23
Graduation. 23
Withdrawals 27
Admissions Criteria. 27
Graduate Programs 32
Program Approval Status 32
Coordination with Other Units 32
Institutional Support 32
Course Offerings. 34
Section Three: Programs in Early Childhood Education Information 38
Enrollment. 38
Graduation. 38
Withdrawals 39
Admissions Criteria. 39
Sequence of Courses. 39
Faculty. 41
Student Teaching. 41
Course Offerings. 44
Retention 44
Graduation Criteria. 45
Section Four: Programs in Elementary Education Information 46
Section Five: Programs in Middle Grades Education Information 47
Enrollment. 47

TABLE OF CONTENTS (Continued) PAGE

Graduation. 47
Withdrawals 48
Admissions Criteria. 48
Sequences of Courses 48
Faculty. 49
Student Teaching. 49
Course Offerings. 50
Retention 51
Graduation Criteria. 51
Section Six: Programs in Secondary Education Information 52
Enrollment. 52
Graduation. 54
Withdrawals 55
Admissions Criteria. 55
Sequence of Courses. 55
Faculty. 56
Student Teaching. 56
Course Offerings. 57
Retention 57
Graduation Criteria. 58
Section Seven: Programs in Special Fields of Education Information 59
Enrollment. 59
Graduation. 61
Withdrawals 61
Admissions Criteria. 62
Sequence of Courses. 62
Faculty. 62
Student Teaching. 63
Course Offerings. 64
Retention 65
Graduation Criteria. 65
Validation 66
Overall Impressions 67
BIBLIOGRAPHY 68

LIST OF TABLES PAGE

1. Public Full-Time-Equivalent Enrollment from University System Reports 12
2. Public Headcount from University System Reports. . . . 13
3. Public Undergraduate Headcount from University System Reports 14
4. Public Graduate Headcount from University Systems Reports 15
5. Campus-Wide Undergraduate Full-Time-Equivalent Enrollment (Private) 16
Campus-Wide Undergraduate Headcount (Private) 16
Campus-Wide Graduate Full-Time-Equivalent Enrollment (Private). 17
Campus-Wide Graduate Headcount (Private) 17
6. Average Faculty Salaries 21
7. Undergraduate Headcount in Education 24
8. Graduating Undergraduates in Education. 25
9. Graduating Graduate Students in Education. 26
10. Number of Applicants for Admission to Undergraduate Teacher Education 29
11. Number of Candidates Admitted to Undergraduate Teacher Education. 30
12. Areas of Graduate Study in Education at Responding Institutions. 33
13. Number of Faculty in Professional Education at Responding Institutions 35
14. Average Faculty Salaries in Professional Education. . . 36
15. Secondary Education Teacher Education Programs by Subject 53
16. Teacher Education Programs in Special Fields of Education. 60

INTRODUCTION

SETTING THE CONTEXT
FOR EXAMINATION OF CRITICAL ISSUES
IN TEACHER EDUCATION IN GEORGIA

The history of teacher education in the United States is replete with concern over quality, arguments about the appropriate length, breadth, and depth of training, and criticism from both the public and the rest of the academic community. As teacher education started over one hundred years ago in normal schools and gradually moved into the college and university undergraduate setting, a pattern of second-class academic citizenship became commonplace.

The era of progressive education early this century, through the leadership of John Dewey and his colleagues, gave professional education increased scholarly focus but ultimately drew intensified criticism from other academic fields and from the general public. This criticism reached a crescendo in the late 1950s when the Sputnik crisis was accepted generally as evidence that the American public school movement had failed to at least some degree.

From that point of professional uncertainty the public schools and institutions of higher education involved in teacher education were immediately plunged into a period of rapid expansion and change in the 1960s, and then just as unexpectedly into the stable state of the 1970s and now the declining enrollments and limited resources of the 1980s.

Commentary on the issues faced by teacher education in this newest decade has been intense. B.O. Smith's indictment of teacher education and call for a new approach to professionalism have received much attention (Smith, 1980). Comment on the overall quality, depth, and process of teacher education has been the focus of a special issue of Phi Delta Kappan (September 1982) and has been featured every month in such periodicals as the Journal of Teacher Education. Most recently the attention of the profession has been focused on the observations of Harry Judge of Oxford University, whose "view from abroad" earned him keynote billing at the 1983 annual meeting of the American Association of Colleges for Teacher Education in Detroit (Judge, 1982).

The current discussion of the status of the profession of teacher education appears to fall into the following five major areas:

Supply and Demand

Enrollment in teacher education programs has been on a steady decline across the United States in recent years, reflecting the tightened employment market of the public schools and the lower salaries earned by teachers as compared with other similarly-trained professionals. Yet, professional comment and analysis now suggest that there will be an

expanding need for new teachers by the mid-to-late 1980s (Roth, 1982) and that there is already a critical shortage of teachers in such specialized fields as mathematics and science (Guthrie and Zusman, 1982). The question raised by such commentary is: will the teacher education system be able to produce the necessary number of new well-trained teachers to meet current and future demands?

Admissions Standards

The field of education continues to come under harsh attack for its presumed low academic standards. National studies indicate that teacher education compares poorly with other professional fields in terms of the students it attracts (Vance and Schlechty, 1982) and that admissions standards in teacher education are low enough to allow unqualified persons into the field (Watts, 1980). At the same time, other observers point to the need for flexibility in such standards in order to assure that the field of teaching is able to attract and hold a significant percentage of minority applicants (Witty, 1982). How is the quality of the profession to be defined, and how will colleges and universities involved in teacher education measure the academic standards of their programs?

Program Quality and Quantity

The field of teacher education has suffered decades of criticism concerning the quality of academic preparation, the relevance of such preparation to the practical needs of the public schools, and the appropriate length of such preparation. In the last few years professional

commentary appears to have focused most specifically on such issues as the need to merge effectively the knowledge we now have about teaching with field-based preparatory experiences (Bush, 1980), the problem of translating the findings of professional research more quickly into training programs (Tucker, 1981), and the importance of expanding teacher education programs into five or six-year professional sequences in order to adequately prepare new teachers (Denemark and Nutter, 1979; Scannell, 1982). What is the appropriate length for collegiate training of teachers, what knowledge is essential in that training, and how is the preparatory process to be tied to the public schools? These essential questions are yet to be universally resolved.

Teacher Education Faculty

The history of teacher education has, unfortunately, endowed faculties in that area with a second-class role on most college and university campuses in America. Current professional concern tends to focus on the ability of schools and colleges of education to maintain even an adequate, let alone quality, program in this era of limited resources and institutional retrenchment (Stark, 1982). Also at issue is the appropriateness of faculty qualifications and productivity in comparison to other units on campus (DuCharme and Agne, 1982) and the role that teacher education faculty can and do play in giving leadership to the field of education (Jones, 1982). The question remains: what is, and what should be, the real nature of teacher education faculty?

Institutional Support

It appears clear from contemporary institutional research that the field of teacher education is, by general convention, given less fiscal support than any other field of professional training in our colleges and universities (Peseau and Orr, 1980). To make matters worse, it also appears clear that teacher education has suffered a disproportionate share of further cuts during the retrenchment of higher education in the 1980s (Stark, 1982). What is the current level of support for teacher education on the various college and university campuses, and what improvements are necessary in fiscal terms to allow teacher preparation programs to function in a quality manner?

A Context for Study of Georgia

The basic concerns reflected from current literature on teacher education in the United States, as reviewed above, provide a highly appropriate context for the collection of data on the status of teacher education in the State of Georgia, and for analysis of that data for purposes of developing an initial viewpoint on how professional education in the State compares with current national patterns and realities and with professional expectations for the field. It is to those ends that the "Status of Teacher Education as It Relates to Critical Issues in Georgia" project is dedicated.

THE QUESTIONNAIRE:
ITS DEVELOPMENT, DISSEMINATION,
RESPONSE, ANALYSIS, AND VALIDATION

As called for in the request for proposals issued by the Professional Standards Commission in the summer of 1982, the primary vehicle for conducting the "Status of Teacher Education as It Relates to Critical Issues in Georgia" project was an extensive set of questionnaires developed by EDCON Associates, Inc., in cooperation with the Commission.

Development

EDCON Associates, Inc., indicated in its project proposal that it would create a set of questionnaires designed to collect all of the information enumerated in the request for proposals issued by the Commission. In an initial questionnaire draft, EDCON Associates, Inc. suggested a three-part instrument which would gather campus-wide, general teacher education, and specific teacher education program information.

Following discussion with members of the Commission on September 20, 1982, it became clear that the instrument would be better attuned to the realities of teacher education program structure in Georgia if it contained

specific sections for early childhood programs, elementary programs, middle grades programs, secondary programs, and specialized K-12 programs. The questionnaires were, therefore, redesigned into seven sections, as follows:

Section One:	Campus-Wide Information
Section Two:	General Teacher Education Information
Section Three:	Programs in Early Childhood Education Information
Section Four:	Programs in Elementary Education Information
Section Five:	Programs in Middle Grades Education Information
Section Six:	Programs in Secondary Education Information
Section Seven:	Programs in Special Fields of Education Information

The seven sections were printed in contrasting colors to assist in differentiating one from the other. The instrument contained seventy pages to be completed by each campus.

Dissemination

The questionnaires were mailed to each of the thirty-three colleges and universities engaged in teacher education in Georgia on October 1, 1982. The questionnaire packets, containing general instructions and the seven sections, each with its specific instructions, were sent by first-class mail. Completed responses were requested by November 1, 1982, and a stamped-first-class-return envelope was provided.

Following discussions among EDCON Associates, Inc., the Commission office, and the office of the Chancellor of the University System of Georgia, it was agreed to postpone the deadline for completion of the questionnaires until November 15, 1982. With that extended deadline the

Chancellor's office requested that all public campuses make every effort to complete the instrument. The Commission office also maintained contact with both public and private campuses to encourage a full and speedy response.

Response

Completed questionnaires were received from twenty-two campuses, or two-thirds of the total pool of thirty-three.

Twelve of the fourteen public campuses involved in teacher education in Georgia returned completed questionnaires. Those respondents are: Albany State College, Armstrong State College, Augusta College, Georgia College, Georgia Southern College, Georgia Southwestern College, Georgia State University, Kennesaw College, North Georgia College, University of Georgia, Valdosta State College, and West Georgia College.

Ten of the nineteen private campuses involved in teacher education in Georgia returned completed questionnaires. Those respondents are: Agnes Scott College, Atlanta University, Berry College, Brenau College, Clark College, Emory University, Oglethorpe University, Shorter College, Spelman College, and Wesleyan College.

Given the length and complexity of the questionnaires, it is not surprising that the quality and thoroughness of the responses from the twenty-two campuses are both mixed and varied. On the other hand, it is surprising and gratifying to have received a two-thirds rate of return from the thirty-three campuses in the State which were asked to participate in this study. This strong pattern of response in this initial effort

suggests that it should be quite possible to develop on-going data collection mechanisms in which responses will regularly be received from all teacher education campuses.

Analysis

SECTION ONE: CAMPUS-WIDE INFORMATION

This initial section of the questionnaire sought to gather data from each campus on campus-wide enrollment, graduation, withdrawals, admission criteria, institutional support, and the number of course offerings. Such campus-wide information was desired in this study for purposes of comparison with similar data in the professional education area.

Enrollment: Enrollment data were requested in two forms--full-time-equivalent enrollment and headcount, or actual number of students comprising the full-time-equivalent figure. Such data were also requested for both undergraduates and graduate students, and for three different academic years and summer sessions--the 1977-78 academic year, the 1978 summer session, the 1979-80 academic year, the 1980 summer session, the 1981-82 academic year, and the 1982 summer session. This time span was used in all sections of the questionnaire in order to obtain a view of any patterns developing over a five-year period.

The enrollment data requested were not readily available from the public institutions which responded. Only three of the twelve campuses provided full-time-equivalent figures, while four provided headcount figures. The private campuses, on the other hand, were able to provide

complete enrollment information in both the full-time-equivalent and headcount categories. Because so few of the public institutions were able to respond to the enrollment questions, data from reports provided by the University System of Georgia have been used to obtain a view of overall enrollment patterns in the public sector of higher education. Tables 1, 2, 3, 4, and 5 on pages 12-17, present total full-time-equivalent enrollment (both undergraduate and graduate), total headcount, and separate headcount for undergraduate and graduate students for the same academic years and summer sessions requested in the questionnaires.

The data obtained from the campuses through the questionnaires and that from the University System reports are different, even in cases where it would appear that the same information is being reported. These differences result, one must assume, because of the alternative procedures available for calculating and reporting full-time-equivalent and headcount enrollment.

Despite these difficulties, it would appear that adequate enrollment data are available at this time to review the patterns of the last five years, and to conclude that on the whole higher education enrollment (measured both by full-time-equivalent and headcount procedures) in Georgia has continued to rise gradually. A few of the smaller campuses have lost enrollment over this period, but most institutions responding to the questionnaires show either a stable or growing pattern of enrollment.

On the other hand, it would appear that there is a difference between undergraduate and graduate enrollments over this five-year period. While undergraduate enrollments have continued to climb at nearly all institutions, there has been a steady decline in graduate student

TABLE 1

PUBLIC FULL-TIME-EQUIVALENT ENROLLMENT FROM UNIVERSITY SYSTEM REPORTS

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany	1,967	404	1,362	423	1,712	559
Armstrong	4,565	1,573	3,768	1,452	4,564	1,324
Augusta	2,871	1,216	2,678	1,322	3,085	1,302
Columbus	3,738	2,026	3,363	2,092	3,646	2,008
Fort Valley	1,826	399	1,663	422	1,743	456
Georgia College	2,584	1,368	2,454	1,335	2,875	1,227
Georgia Southern	5,314	1,926	5,827	2,279	6,327	2,201
Georgia SW	1,756	784	1,637	911	1,990	809
Georgia State U.	11,612	7,502	11,509	8,111	13,449	7,853
Kennesaw		700	2,847	909	3,203	1,079
North Georgia	1,514	527	1,616	662	1,889	540
Univ. of Georgia	19,520	6,541	19,086	7,049	23,198	6,777
Valdosta	3,810	1,579	3,608	1,764	4,106	1,828
West Georgia	4,028	1,756	3,806	1,792	4,884	1,728
TOTALS	65,105	28,301	65,224	30,523	76,761	29,691

Notes:

Since the University System reports provide enrollment by quarters, without academic year averages, the fall quarter figures were used above for each academic year.

The totals for Armstrong State College above are a composite of the available figures for Armstrong State College and Savannah State College prior to the merger of the teacher education programs of the two institutions.

TABLE 2

PUBLIC HEADCOUNT FROM UNIVERSITY SYSTEM REPORTS

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany	2,166	596	1,571	550	1,889	810
Armstrong	5,994	2,679	4,961	2,347	5,087	2,154
Augusta	3,883	2,012	3,702	2,029	4,045	2,172
Columbus	5,105	3,358	4,655	3,104	4,476	2,956
Fort Valley	1,963	618	1,813	638	1,765	630
Georgia College	3,599	2,134	3,368	2,006	3,434	1,921
Georgia Southern	6,484	2,873	6,723	3,140	6,603	2,990
Georgia SW	2,333	1,165	2,101	1,261	2,225	1,118
Georgia State U.	20,686	14,198	20,338	14,478	21,009	14,056
Kennesaw		1,230	4,132	1,532	4,195	1,817
North Georgia	1,818	791	1,885	887	1,950	749
Univ. of Georgia	23,277	10,169	23,352	10,296	25,679	9,947
Valdosta	5,128	2,646	4,852	2,703	4,909	2,791
West Georgia	5,536	2,810	5,051	2,638	5,660	2,472
TOTALS	87,972	47,279	88,504	47,609	92,926	46,583

Notes:

Since the University System reports provide enrollment by quarters, without academic year averages, the fall quarter figures were used above for each academic year.

The totals for Armstrong State College above are a composite of the available figures for Armstrong State College and Savannah State College prior to the merger of the teacher education programs in the two institutions.

TABLE 3

PUBLIC UNDERGRADUATE HEADCOUNT FROM UNIVERSITY SYSTEM REPORTS

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany	1,618	479	1,140	438	1,360	527
Armstrong	4,682	2,072	4,051	1,816	4,039	1,593
Augusta	2,928	1,280	2,592	1,266	2,758	1,264
Columbus	3,883	2,195	3,438	1,966	3,361	1,938
Fort Valley	1,135	363	1,165	374	1,149	387
Georgia College	2,373	1,094	2,458	1,036	2,450	1,020
Georgia Southern	4,953	1,412	5,213	1,742	5,157	1,733
Georgia SW	1,626	603	1,538	709	1,655	648
Georgia State U.	12,570	6,837	12,428	7,039	13,216	6,702
Kennesaw		1,041	3,440	1,290	3,344	1,483
North Georgia	1,375	429	1,423	489	1,543	419
Univ. of Georgia	15,677	4,099	15,434	4,854	17,950	4,920
Valdosta	3,736	1,461	3,660	1,517	3,771	1,741
West Georgia	3,464	1,146	3,171	1,209	3,817	1,251
TOTALS	60,020	24,511	61,151	25,745	65,570	25,626

Notes:

Since the University System reports provide enrollment by quarters, without academic year averages, the fall quarter figures were used above for each academic year.

The totals for Armstrong State College above are a composite of the available figures for Armstrong State College and Savannah State College prior to the merger of the teacher education programs in the two institutions.

TABLE 4

PUBLIC GRADUATE STUDENT HEADCOUNT FROM UNIVERSITY SYSTEM REPORTS

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany					125	168
Armstrong	387	392	276	301	239	240
Augusta	256	255	319	222	339	326
Columbus	595	823	585	740	502	591
Fort Valley	141	137	65	74	50	62
Georgia College	839	929	658	849	624	788
Georgia Southern	1,261	1,367	988	1,293	874	1,127
Georgia SW	549	519	377	481	313	398
Georgia State U.	6,828	6,623	6,949	6,448	6,688	4,605
Kennesaw			no graduate program			
North Georgia	328	332	276	355	264	264
Univ. of Georgia	5,341	4,058	5,621	4,708	6,403	4,269
Valdosta	1,120	1,110	949	1,097	885	911
West Georgia	1,606	1,545	1,243	1,301	1,054	1,082
TOTALS	19,251	18,090	18,306	17,869	18,360	14,831

Notes:

Since the University System reports provide enrollment by quarters, without academic year averages, the fall quarter figures were used above for each academic year.

The totals for Armstrong State College above are a composite of the available figures for Armstrong State College and Savannah State College prior to the merger of the teacher education programs in the two institutions.

TABLE 5

CAMPUS-WIDE UNDERGRADUATE FULL-TIME-EQUIVALENT ENROLLMENT (Private)

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Agnes Scott	532		522.5		540	
Atlanta Univ.			no undergraduate program			
Berry	1,412	330	1,354	300	1,425	
Brenau	813.58	270.83	1,462.5	767	1,566.5	542.75
Clark			not available			
Emory Univ.	2,659	272	3,015	302	3,078	278
Oglethorpe Univ.	680	258	812	300	843	288
Shorter	838		784		791	
Spelman	1,256		1,240		1,414	
Wesleyan	496		448		323	

CAMPUS-WIDE UNDERGRADUATE HEADCOUNT (Private)

Agnes Scott	551		546		559	
Atlanta Univ.			no undergraduate program			
Berry	1,446	387	1,384	374	1,466	
Brenau	751	250	1,350	708	1,446	501
Clark	1,963		2,186		2,213	
Emory Univ.	2,687	541	3,041	623	3,114	588
Oglethorpe Univ.	830	829	1,067	886	1,097	908
Shorter	861	171	813	228	812	173
Spelman	1,276		1,257		1,447	
Wesleyan	496	136	443	126	341	68

TABLE 5 (continued)

CAMPUS-WIDE GRADUATE FULL-TIME-EQUIVALENT ENROLLMENT (Private)

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Agnes Scott	no graduate program					
Atlanta Univ.			1,123	748	1,190	747
Berry	103	145	97	124	78	
Brenau	39.9	79.1	90.3	106.4	119.7	126
Clark	no graduate program					
Emory Univ.	618	357	573	320	566	209
Oglethorpe Univ.	8	32	7	37	20	92
Shorter	no graduate program					
Spelman	no graduate program					
Wesleyan	no graduate program					

CAMPUS-WIDE GRADUATE HEADCOUNT (Private)

Agnes Scott	no graduate program					
Atlanta Univ.			1,691	1,162	1,860	1,184
Berry	186	180	156	160	120	
Brenau	57	113	129	152	171	180
Clark	no graduate program					
Emory Univ.	898	673	817	644	915	658
Oglethorpe Univ.	34	114	26	125	79	345
Shorter	no graduate program					
Spelman	no graduate program					
Wesleyan	no graduate program					

enrollment at most of the public campuses in the state. Such a decline has not occurred in the private sector, where graduate enrollments have either been steady or on the upswing.

Graduation: The questionnaire sought information on the number of persons graduating from each institution, both undergraduates (bachelor's degrees) and graduate students (graduate level degrees) for each of the same academic years and summer sessions. Five of the public campuses and all of the responding private campuses provided such information.

Based on the data received, it would appear that the general campus-wide pattern on graduations has been relatively stable over the five-year period in question. There has been a slight drop in the number of graduates, at both the undergraduate and graduate levels, in the public institutions reporting. Among the private campuses, there is some fluctuation from campus to campus, but the pattern is generally stable at both the undergraduate and graduate levels.

Withdrawals: Few of the campuses responding to the questionnaire were able to provide information on withdrawals, either in this campus-wide section of the survey or in any of the specific program areas. It appears that, generally, this is not a statistic which is kept in any accessible manner. Among the public campuses, only Georgia Southern College was able to provide data on withdrawals. Three of the private campuses provided such information as well. The data collected on withdrawals are wholly inadequate to detect any patterns or conduct any analysis.

Admissions Criteria: On this item each campus was asked to indicate what types of criteria are used, at both the undergraduate and graduate student levels, for admitting students campus-wide. They were also asked to describe the specific criteria used, and to indicate the relative importance of each. Given the complexity of the question, only a general description of the common responses will be made in this report; specific information on campuses is available only through review of the questionnaires themselves.

Responses for undergraduate admissions among the public campuses were quite consistent. Eleven campuses (all respondents except Georgia College) answered this question, and all indicated that high school graduation standing and Scholastic Aptitude Test (SAT) scores were required criteria. Several of the campuses also stressed high school grade-point-average.

The private campuses suggested a more varied approach to admissions. In addition to high school graduation standing and SAT scores, several campuses indicated use of recommendations, high school grade-point-average, communication skills, and review of personal characteristics.

At the graduate level, the public campuses appear to require, in addition to a bachelor's degree, a careful review of undergraduate grade-point-average, and the use of the Graduate Record Examination (GRE) and often other tests. Recommendations and demonstration of communications skills are also required by some campuses.

Only five of the private campuses responding to the questionnaire have graduate programs. In all cases they indicated that graduate admission was

based on possession of a bachelor's degree, undergraduate grade-point-average, and recommendations. Four of the campuses required GRE scores and a review of personal characteristics.

The overall responses on admissions criteria, while complete for most campuses, are not specific enough to make comparisons between categories of campuses in the State. It would appear, however, that what variations do exist are quite similar to those that would be found in any state.

Institutional Support: Information on the number of faculty, assignments to teaching, research and service, and average salary was sought as indices of campus-wide institutional support. Such information was provided by three of the public campuses and all ten of the private campuses responding to the questionnaire. Data on average faculty salaries are presented in Table 6 on page 21 with information on those campuses not responding obtained from figures collected and published by the American Association of University Professors.

As might be expected, the salary levels are generally higher among the public institutions than among the private campuses, with the exception of Emory University which ranks higher than all but the University of Georgia and Georgia State University. Otherwise the major indicators appear to be institutional size and proximity to urban areas among the public campuses. Faculties on small, private campuses, whether urban or rural, appear to be the least well rewarded financially.

TABLE 6

AVERAGE FACULTY SALARIES

Campus	Professors	Assoc. Prof.	Asst. Prof.	Instructors
Albany*	29,100	25,300	20,600	17,000
Armstrong*	29,000	24,000	20,200	
Augusta*	32,600	24,800	20,200	16,900
Georgia College*	29,000	23,200	19,000	17,300
Georgia Southern	30,021	24,490	19,616	15,725
Georgia SW	29,300	24,300	20,400	16,700
Georgia State U.	38,645	29,179	23,538	19,545
Kennesaw*	32,000	25,900	23,000	18,800
North Georgia*	28,800	23,600	20,500	17,300
Univ. of Georgia*	39,000	28,500	22,500	16,700
Valdosta*	28,500	23,800	20,600	17,200
West Georgia*	29,500	23,100	20,100	15,800
Agnes Scott	27,386	21,925	18,229	14,900
Atlanta Univ.	26,013	22,375	18,824	16,000
Berry	28,210	22,681	19,193	15,906
Brenau	24,237	18,714	15,603	11,542
Clark	25,150	20,250	17,750	14,750
Emory Univ.*	37,000	26,600	21,200	16,100
Oglethorpe Univ.	29,000	22,000	19,000	
Shorter	27,148	21,620	17,344	14,339
Spelman	20,888	18,077	15,950	11,450
Wesleyan	19,950	16,184	16,710	17,600

* These institutions did not provide salary data in their response to the questionnaire, and thus the figures above were obtained from a report of the American Association of University Professors survey published in the September 1, 1982, issue of The Chronicle of Higher Education, page 13. Information for Armstrong State College is that listed for Savannah State College, since there was no Armstrong listing in the AAUP report.

Course Offerings: The final item in the campus-wide section of the questionnaire concerned the number of courses offered, sections available, enrollment in all sections in the fall of 1982, and the number of credit hours produced by that enrollment. Three of the public campuses and nine private institutions provided responses to some or all of these questions.

Additional comment on several of the data categories in section one of the questionnaire will occur through comparisons with information to be reported on later in analysis of other sections of the survey.

SECTION TWO: GENERAL TEACHER EDUCATION INFORMATION

In this section of the questionnaire institutions were asked to provide information specific to the field of professional education on enrollment, graduation, admissions, coordination of programs, and institutional support.

Enrollment: Enrollment data were again requested in full-time-equivalent and headcount figures for both undergraduate and graduate study in education. The public campuses were better able to provide this information specific to education, although again several campuses reported the unavailability of such information. Most private campuses provided figures, with a few indicating that they could not separate education enrollment from total campus enrollment.

The data provided show a gradual decline in undergraduate enrollment in education on nearly all campuses, both public and private, over the five-year period in question. A similar decline appears in graduate enrollment in education at most public campuses, while several of the private campuses report increases in graduate student enrollment in education. Data on undergraduate headcount in education are presented in Table 7 on page 24.

Graduation: Data on graduation were again requested at both the undergraduate and graduate levels in the field of education, and nearly all campuses responding to the questionnaire were able to provide such information, as reported in Tables 8 and 9 on pages 25 and 26. As with

TABLE 7

UNDERGRADUATE HEADCOUNT IN EDUCATION

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany	2,161	596	1,571	550	1,889	810
Armstrong					310	
Augusta			810	192	798	130
Georgia College			not available			
Georgia Southern	2,855	348	2,529	366	2,273	317
Georgia SW	440	191	311	166	318	176
Georgia State U.	1,139	646	902	609	853	520
Kennesaw			not available			
North Georgia			not available			
Univ. of Georgia	7,108	983	6,205	778	5,941	725
Valdosta			not available			
West Georgia	583	191	495	179	606	198
Agnes Scott			not available			
Atlanta Univ.			no undergraduate program			
Berry			not available			
Brenau	219		275		256	
Clark	125		123		117	
Emory Univ.	37		35		33	
Oglethorpe Univ.	74					
Shorter			not available			
Spelman	354		329		261	
Wesleyan			not available			

TABLE 8

GRADUATING UNDERGRADUATES IN EDUCATION

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany	65	20	76	40	34	
Armstrong	58		62		71	
Augusta	41	13	32	6	44	1
Georgia College			not available			
Georgia Southern	203	59	169	60	178	41
Georgia SW	76	21	70	30	38	28
Georgia State U.	196	36	139	9	93	11
Kennesaw			not available			
North Georgia	75		54		70	
Univ. of Georgia	558	106	554	86	398	83
Valdosta			not available			
West Georgia	92	42	74	30	107	36
Agnes Scott			not available			
Atlanta Univ.			no undergraduate program			
Berry	33		25		22	
Brenau	22		42		53	
Clark	38		35		43	
Emory Univ.	18	2	13		14	
Oglethorpe Univ.	12		11		8	
Shorter	16		26		15	
Spelman	50		31		15	
Wesleyan	23		26		18	

TABLE 9

GRADUATING GRADUATE STUDENTS IN EDUCATION

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany	not available					
Armstrong	99		60		66	
Augusta	31	23	31	12	24	24
Georgia College	not available					
Georgia Southern	149	171	146	145	119	147
Georgia SW	116	122	77	66	51	44
Georgia State U.	631	467	511	324	435	299
Kennesaw	no graduate program					
North Georgia	133		97		121	
Univ. of Georgia	640	323	567	314	411	240
Valdosta	not available					
West Georgia	212	120	181	191	126	162
Agnes Scott	no graduate program					
Atlanta Univ.			117	53	87	56
Berry	75	82	46	57	46	52
Brenau	12		18		28	
Clark	no graduate program					
Emory Univ.	16	16	10	22	4	18
Oglethorpe Univ.	6	5	2		8	9
Shorter	no graduate program					
Spelman	no graduate program					
Wesleyan	no graduate program					

enrollments in education, the overall pattern in graduation at both the undergraduate and graduate levels has been a decline during the five years studied. A few institutions, however, report increases: Armstrong State College, West Georgia College, Brenau College, and Spelman College at the undergraduate level, and Brenau College and Oglethorpe University at the graduate level. In total, however, it is clear from both enrollment and graduation data that the number of persons entering the field of education in Georgia with either undergraduate or graduate degrees has been on a definite decline.

Withdrawals: As in the campus-wide section of the questionnaire, each campus was asked to provide information on the number of students withdrawing from undergraduate and graduate programs in professional education. Once again this information was not available on most campuses. Only one college reported specific numbers at the undergraduate level, and none of the institutions was able to provide such data for graduate programs. In most cases the institutions indicated that they did not keep records on withdrawals.

Admissions Criteria: Each campus was asked to describe its admissions criteria for both undergraduate and graduate students in professional education. At the undergraduate level all campuses reported the use of several criteria for admissions to teacher education. The most frequently mentioned are grade-point-average, interest in teaching, recommendations, demonstration of writing and communications skills, personal characteristics, health, and relevant experience working with children.

In all cases such criteria are exercised in some combination. There appear to be no striking differences or variations among the criteria employed at the various campuses. In several cases the institutions report that admissions criteria for teacher education are essentially the same as general undergraduate admissions criteria for the campus at large.

Each campus was also asked to indicate at what point admission to teacher education takes place. The answers were quite uniform for all twenty-one responding institutions with undergraduate programs: such admission commonly takes place following the student's success in introductory education classes, and before involvement in field experiences related to teacher preparation.

Also related to undergraduate teacher education admission, each campus was asked to report the number of applicants, the number actually admitted, the number who withdrew, and the number who declared majors in teacher education but were not formally admitted, for each of the academic years and summer sessions previously used in the questionnaire. The number of applicants for admission to teacher education and the number admitted to teacher education are reflected in Tables 10 and 11 on pages 29 and 30.

Given these data, it is again clear that there has been a steady decline in the number of applicants for study in teacher education at most institutions over the five years in question. It is interesting to note, however, that this decline in applications has been matched in all cases by a similar decline in the number of persons admitted to such programs. There is no evidence in the data received that institutions have lessened standards and moved to admit a greater percentage of applicants in order to

TABLE 10

NUMBER OF APPLICANTS FOR ADMISSION TO UNDERGRADUATE TEACHER EDUCATION

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany	97	31	53	12	51	6
Armstrong					63	
Augusta	137		120		113	
Georgia College			not available			
Georgia Southern	577	38	319	53	306	34
Georgia SW	184	71	160	37	152	41
Georgia State U.			not available			
Kennesaw			58		65	
North Georgia	242	33	156	39	121	32
Univ. of Georgia	647	37	578	43	507	40
Valdosta	270	39	148	17	167	28
West Georgia			138	31	186	16
Agnes Scott			not available			
Atlanta Univ.			no undergraduate program			
Berry	33		25		22	
Brenau	not available					
Clark			40		37	
Emory Univ.	not available					
Oglethorpe Univ.	23		19		15	
Shorter	not available					
Spelman	42		31		33	
Wesleyan	not available					

TABLE 11

NUMBER OF CANDIDATES ADMITTED TO UNDERGRADUATE TEACHER EDUCATION

Campus	1977-78	Summer 78	1979-80	Summer 80	1981-82	Summer 82
Albany	56	15	40	7	34	4
Armstrong					63	
Augusta	130		118		98	
Georgia College			not available			
Georgia Southern	295	30	217	41	191	17
Georgia SW	76	24	66	17	62	24
Georgia State U.	407	80	344	105	349	65
Kennesaw			54		61	
North Georgia	222	33	144	33	113	27
Univ. of Georgia	472	25	526	30	476	36
Valdosta	200	31	134	17	150	24
West Georgia			134		155	15
Agnes Scott			not available			
Atlanta Univ.			no undergraduate program			
Berry	33		25		22	
Brenau			not available			
Clark			not available			
Emory Univ.	36		28		28	
Oglethorpe Univ.	18		16		14	
Shorter			not available			
Spelman	42		31		33	
Wesleyan			not available			

maintain teacher education enrollment. Rather, the enrollment has declined generally in proportion to the decline in applicants.

At the graduate level in professional education, the public institutions commonly report admissions criteria which include a bachelor's degree, possession of a teaching credential, review of undergraduate grade-point-average, and scores on the Graduate Record Examination (GRE) or another similar test. More than half of the campuses also require some experience in the field of education. The private campuses with graduate programs in education also report admissions criteria which include possession of a bachelor's degree, review of undergraduate grade-point-average, and use of the GRE or other examinations. The private campuses, however, do not in several cases require possession of a teaching credential or educational experience. Instead they tend to employ criteria such as interest in education, personal characteristics, and recommendations.

The campuses were also asked to indicate when admission to graduate study in education occurs. Nine institutions report that such admission takes place prior to the time when the candidate enrolls in any graduate classes, while five campuses indicate that formal admission occurs after initial graduate enrollment, following success in introductory classes and assignment to a planned program of graduate study.

Data were also requested concerning the number of applicants, the number actually admitted, the number who withdrew after admission, and the number enrolled but not seeking admission into formal graduate programs in education. As with previous enrollment and admissions data, there is a gradual decline in student numbers reflected in these data as well.

Graduate Programs: The campuses were asked to indicate which fields of graduate study in education were available at their institution. That information is displayed in Table 12 on page 33.

Program Approval Status: Each institution was asked to provide information on its program approval status with the State of Georgia and with national professional accrediting agencies. Ten of the public campuses responded to this question, all indicating that they have approval of their professional education programs from both the State and the National Council for Accreditation of Teacher Education (NCATE). Five of the private campuses responded to this question: three of those campuses have both State and NCATE accreditation, while the other two have only State approval and have not sought NCATE accreditation.

Coordination with Other Units: In response to a request for a description of procedures for coordination of teacher education programs on their campuses, each of the twenty-two respondents indicated that there is a campus-wide structure in place for such coordination. Such procedures vary from specific teacher education committees to advisory councils, and operate under many different names on different campuses. Specific faculty and administrative procedures also exist on every campus for development and approval of new courses and professional programs.

Institutional Support: As with the campus-wide information, each institution was asked to provide data on the number of faculty, assignment

TABLE 12

AREAS OF GRADUATE STUDY IN EDUCATION AT RESPONDING INSTITUTIONS

Campus	Administration	Counseling	Library-Media	School Pyschology	Special Education	Secondary Education	Middle Grades	Elementary/Early Child.	Art Education	Business Education	Health Education	Physical Education	Reading	Adult/Vocational Ed.
Albany														
Armstrong					x	x		x						
Augusta	x				x	x	x	x			x		x	
Georgia College	x		x		x									
Georgia Southern	x	x	x	x	x			x	x	x				x
Georgia SW					x	x	x	x		x			x	x
Georgia State U.	x	x	x	x	x	x	x	x				x		x
Kennesaw														
North Georgia					x	x	x	x						
Univ. of Georgia	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Valdosta	x	x		x	x	x	x	x		x		x	x	x
West Georgia	x	x	x		x	x	x	x	x	x		x	x	
Agnes Scott														
Atlanta Univ.	x	x			x	x		x					x	
Berry					x	x	x	x						x
Brenau					x		x	x						
Clark														
Emory Univ.	x													
Oglethorpe Univ.							x	x						
Shorter														
Spelman														
Wesleyan														

of such faculty, and average salaries for professional education. Information on the number of faculty and average salaries is presented in Tables 13 and 14 on pages 35 and 36. In the case of the eleven institutions which provided specific average salaries for their education faculty, there is the opportunity to gauge institutional support for education by comparing those averages with the campus-wide average salaries reported in Table 6 on page 21. No clear pattern emerges from such a comparison. At the six public campuses providing such information, one finds two institutions where salaries in education are higher at all ranks, two where salaries for professors in education are lower than the campus-wide average yet salaries in education at the other three ranks are higher, and two campuses where education salaries are lower than the institution as a whole at three of the four ranks. At the five private campuses reporting such information, education salaries are higher at all ranks at three institutions, lower at all ranks at one, and mixed depending upon rank at the fifth. Given this information, it does not appear that any statewide conclusion can be drawn with respect to the level of support given to the field of education.

Course Offerings: In a manner similar to the campus-wide information reported earlier, each institution was asked to provide data on the number of education courses offered, the number of sections of all such courses, the total enrollment in all sections, and the total credit hours produced in professional education in the 1981-82 academic year. The information of this nature in the field of education can be compared with that received in the campus-wide section of the questionnaire as another potential measure

TABLE 13

NUMBER OF FACULTY IN PROFESSIONAL EDUCATION AT RESPONDING INSTITUTIONS

Campus	Professors	Assoc. Prof.	Asst. Prof.	Instructors
Albany		no information provided		
Armstrong		no information provided		
Augusta	4	7	2	1
Georgia College		no information provided		
Georgia Southern	9	22	22	6
Georgia SW	7	7	4	1
Georgia State U.	50	57	19	12
Kennesaw		no information provided		
North Georgia	5	5	3	1
Univ. of Georgia		no information provided		
Valdosta	15	19	23	3
West Georgia	25	21.3	10	5.65
Agnes Scott	1	1		
Atlanta Univ.	8	10	5	
Berry	2	7	6	
Brenau	1	3	3	1
Clark	1	3	1	1
Emory Univ.	2	4	4	
Oglethorpe Univ.	1	2	1.5	.5
Shorter		2.5	1	
Spelman	1	3	1	2
Wesleyan	1		2	

TABLE 14

AVERAGE FACULTY SALARIES IN PROFESSIONAL EDUCATION

Campus	Professor	Assoc. Prof.	Asst. Prof.	Instructor
Albany		no information provided		
Armstrong		no information provided		
Augusta	29,532	23,585	19,395	19,000
Georgia College		no information provided		
Georgia Southern	27,764	25,012	20,400	16,563
Georgia SW	28,009	26,478	21,112	18,500
Georgia State U.	34,368	31,299	21,692	18,573
Kennesaw		no information provided		
North Georgia*	30,000	26,000	21,000	18,500
Univ. of Georgia		no information provided		
Valdosta		no information provided		
West Georgia	29,637	25,474	21,288	17,676
Agnes Scott	29,709	24,009		
Atlanta Univ.	20,548	19,200	18,020	
Berry		no information provided		
Brenau	36,000	22,000	19,000	14,000
Clark	30,226	19,176	16,587	14,797
Emory Univ.		no information provided		
Oglethorpe Univ.		no information provided		
Shorter		no information provided		
Spelman	27,148	21,620	17,344	14,339
Wesleyan		no information provided		

*Figures from North Georgia College are estimates only.

of institutional support for professional education. Unfortunately, only nine of the responding institutions provided complete campus-wide data in this area, and while ten campuses reported this data for education, in only five instances do these institutions duplicate. In these five cases, the comparisons vary considerably--three indicate that the average course enrollment and credit-hour production are greater in the field of education, while in the other two cases the size of classes and production in education are significantly lower than the campus-wide figures. Thus, once again there appears to be no pattern statewide which would suggest that institutional support for education is lesser or greater than for the average of all programs on campus. However, the sample of institutions providing the necessary data for such a comparison is quite small.

SECTION THREE: PROGRAMS IN EARLY CHILDHOOD EDUCATION INFORMATION

This third section of the questionnaire sought information specific to teacher education programs in the area of early childhood education. Twenty-one of the twenty-two responding institutions report having early childhood education programs for prospective teachers. Atlanta University does not have undergraduate programs.

Enrollment: Each campus was asked to provide data on full-time-equivalent enrollment and student headcount. The pattern which emerges is one of a fairly stable enrollment situation in early childhood education teacher preparation over the five years studied, in contrast to the general decline in professional education enrollment overall. This stability is likely due, in large part, to the fact that early childhood education as a specific field of preparation and certification is fairly new in Georgia, and thus attracting more students than other available levels of teacher education.

Graduation: Fifteen of the institutions provided data on graduation from early childhood education programs. Such graduation reports also show a rather stable picture for the study of early childhood education in the State of Georgia.

Withdrawals: Specific information on withdrawals from early childhood education teacher education programs was provided by only three campuses. Obviously, this is not adequate data from which to make any analysis.

Admissions Criteria: In response to an inquiry about the nature of admissions criteria for programs in early childhood education teacher education, thirteen of the twenty-one institutions reported that the criteria are the same for all teacher education programs, as described under section two of the questionnaire. The other eight campuses presented specific admissions criteria for the area of early childhood education, with primary attention to grade-point-average, interest in the field, scores on relevant examinations, communications skills, and recommendations. The nature of such criteria appears, in fact, to vary only insignificantly from the general pattern of teacher education admissions criteria reviewed previously under section two of the questionnaire.

Sequence of Courses: Eighteen of the twenty-one responding institutions with teacher education programs in the early childhood education field provided a detailed description of the sequence of courses leading to a degree and teaching certificate. There is considerable similarity among the programs described. All of the public campuses and several of the private institutions use the quarter system, and the total four-year program involves 190 to 210 credit hours. The first two years of

study on all campuses involve broad-ranging study in the liberal arts fields of English, humanities, social sciences, languages, mathematics, and science. While specific requirements may differ from campus to campus, approximately half of the four year program falls into these areas. The second two-years of preparation are divided, in all cases, between professional education study and "content" study related to the field of early childhood education. Specific requirements in these areas vary from 75 to 110 quarter credits, with an average program involving approximately ninety such credits, fairly evenly divided between professional study of the field of education (educational foundations, psychology, and methodology) and study of content fields to be taught at the early childhood education level.

At those private campuses utilizing a semester rather than quarter system, the same proportions appear to apply to the course sequence. Four-year programs are approximately 120 semester credits, the first two years involving broad liberal arts study, and the upper division years divided relatively equally between some thirty semester units in professional education and a similar amount of study in content for the early childhood education field. The only apparent difference between public and private campuses is the likelihood that more of the "content" courses will be offered from liberal arts departments, while on most of the public campuses such courses are offered within the school, college, or department of education. The titles and descriptions of the courses, however, appear not to differ, regardless of the unit from which they are taught. The information obtained from the questionnaires is simply a

sequence of requirements, including course titles and brief descriptions. No detailed analysis or comparisons can be made from this "paper" description of programs.

Faculty: Each institution was asked to list its primary faculty in the field of early childhood education, highest degree held by each, and length of experience in the areas taught by each. All or part of that information was provided by seventeen of the campuses. Based on the data received, it appears that most faculty involved in the field of early childhood education hold doctoral degrees.

With respect to length of experience relevant to the courses they teach, all of the campuses report a highly experienced faculty. On the average it would appear that persons teaching in the early childhood education field have some twenty years of relevant experience. The depth of experience appears to be quite similar from campus to campus, with few individuals having less than eight years of experience on any of the campuses. Once again, the data collected are simply a "paper" description, from which no effective analysis can be made.

Student Teaching: Each campus was asked to provide information on admissions criteria to student teaching, the nature of the student teaching experience, and the numbers of candidates admitted to and completing student teaching in early childhood education. Nineteen institutions provided information on admissions criteria to student teaching, stressing such factors as grade-point-average, experience working with children,

recommendations, writing and communications skills, personal characteristics, and health. In several instances the campuses indicated that such criteria were the same for all teacher education programs, and did not differ from criteria for general admission to teacher education.

Twenty institutions offered descriptions of their student teaching experience. At nineteen of those campuses it was reported that student teaching consists of a full-time assignment for one academic quarter, or approximately nine to ten weeks. The only exception to this pattern is Emory University, which operates on a semester system, and requires one semester of half-time student teaching, followed by a second semester of full-time student teaching. This three-fourths of an academic year requirement contrasts sharply with the one-quarter requirement at the other institutions in Georgia.

All of the campuses indicate that they work closely with local school districts in coordination of student teaching and that district personnel play a major role in placement of student teachers. The campuses report that college supervisors of student teachers are in most instances regular members of the faculty, and where not have similar qualifications, and that student teacher supervision loads range from three to fifteen student teachers per quarter (an average of eight per quarter across all campuses). The average number of required visits by a supervisor to each student teacher varies from three to twelve (average of six) at the responding campuses. There appear to be no significant differences in the handling of the student teaching situation between public and private campuses.

The institutions were asked to report the number of candidates admitted to student teaching in early childhood education for each of the three academic years and summer sessions used in this study, and also the number of such persons new to their institutions (persons who took their academic and professional coursework at another institution) and the number of applicants for student teaching who were denied admission. As was the case with overall enrollments in early childhood education, the number of candidates admitted to student teaching appears fairly stable over the five-year period studied.

Few of the institutions responding reported any students new to their institutions being admitted to student teaching. Several of the public campuses and all of the private campuses responding stated that they had no new students at this point in the preparation process. Some of the public campuses indicated that they did not keep records of this nature. Three public campuses reported that they did have a few new students in student teaching--a total of nine at the three campuses over the five-year period.

Twelve of the institutions provided responses to the request for a tally of the number of applicants denied admission at the point of entry to student teaching in their early childhood education programs for the three academic years and summer sessions involved in this study. Six of those campuses (four public and two private) reported that no applicants were denied admission during those periods of time. The other six campuses indicated that a few individuals were denied admission to student teaching--a total of thirty-nine such denials over the three academic years and summer sessions for which data were sought.

Course Offerings: Each campus was asked to report the number of courses offered in early childhood education, the number of sections offered, the headcount enrollment of all such courses during the 1981-82 academic year, and the credit-hour production involved. This information specific to the field of early childhood education appears generally similar to the figures provided in section two for all of professional education, showing a larger class size and credit-hour production than reflected in campus-wide statistics for some campuses and smaller for others.

Retention: All of the campuses reported that retention decisions are made at multiple points during the early childhood education teacher education sequence. Most commonly such decisions are made after a student has taken introductory education classes, and again at the point of entry to student teaching.

To gain a five-year view of retention patterns in early childhood education teacher education, the institutions were asked to provide data on the number of persons applying, the number admitted to programs, the number completing required courses, the number in student teaching, and the number completing student teaching during each of the three academic years and summer sessions.

An analysis of this information suggests once again that the field of early childhood education has been fairly stable over the five-year period

studied. Applications and admissions have remained at approximately the same level, and once admitted the retention patterns through courses and student teaching have been strong.

Graduation Criteria: All of the institutions with teacher education programs in early childhood education indicate that the graduation criteria for such programs involve both grade-point-average and successful completion of student teaching. Approximately half of the institutions also require scores on the National Teachers Examination (NTE) or some other test for graduation, and several campuses review other items such as recommendations, personal characteristics, and health.

SECTION FOUR: PROGRAMS IN ELEMENTARY EDUCATION INFORMATION

This fourth section of the questionnaire requested information on teacher education programs in the field of elementary education. Due to the fact that the State of Georgia's teacher certification structure has in the last few years adopted the categories of early childhood education, middle grades education, and secondary education, sixteen of the responding institutions report that they have not had an operating teacher education program in elementary education during the period relevant to this study. Four other campuses indicated that their program in elementary education was phased out at some point during the five-year period covered in this study. Only one campus--Clark College--reported information on elementary education for the full five-year period, and this information is similar in nearly all respects to that campus' reports on early childhood and middle grades education.

Since the information provided for elementary education covers only a portion of the five-year period being studied for only five campuses, and is not relevant to the current State certification structure in Georgia, it will not be reported in detail at this time. No analysis can be made nor is necessary in the elementary education area, since all of the campuses responding to the questionnaire which are involved in teacher education have active programs in both early childhood education and middle grades education--the two areas which have subsumed elementary education in the Georgia certification structure.

SECTION FIVE: PROGRAMS IN MIDDLE GRADES EDUCATION INFORMATION

In this fifth section of the questionnaire, each institution was asked to respond to the same set of questions used previously for early childhood education.

Enrollment: Enrollment data were requested in both full-time-equivalent and headcount form. The information received for the field of middle grades education is somewhat less consistent than that for other areas, apparently because of the rather recent development of this specialization on many campuses. Many of the institutions did not have a middle grades program during the first few years covered in this survey, and it is difficult to note any patterns or trends in enrollment from the figures available. It would appear, however, that in a manner similar to the early childhood education field, enrollments are relatively stable in the area of middle grades education.

Graduation: Data on graduation from middle grades education teacher education programs reflect the fact that the middle grades education programs at many campuses are new, with the 1981-82 year being the first in which there was a sizeable graduating class at many institutions. Given this phenomena, it is not possible to note any graduation trends over years.

Withdrawals: Withdrawals from middle grades education teacher education programs were reported by only two campuses. No analysis can be made of such incomplete data.

Admissions Criteria: Admissions criteria reported for middle grades education teacher education programs are quite similar to those previously discussed for general admission to teacher education and for the early childhood education programs. Eleven institutions specifically stated that middle grades program admission is the same as for early childhood education, all other institutions described criteria essentially the same as that which they had described for early childhood education--primary reliance on grade-point-average, interest in teaching, and communications skills.

Sequence of Courses: All but two of the twenty-one responding institutions with middle grades education programs provided descriptions of the sequence of courses. The pattern was very similar to that for the early childhood education programs, in that approximately one-half of such programs (the lower division years) involves broad-ranging study in the liberal arts and sciences and the other half (the upper division years) consists of professional and content study specific to middle grades education. The professional sequence offered in the school, college, or department of education ranges from seventy to ninety quarter units or forty-eight to sixty-four semester units for such programs. The content of such programs, based upon course titles and brief descriptions, appears to be quite similar from campus to campus.

Faculty: Information on primary professional faculty in the middle grades education programs was requested from each campus, and was forthcoming from all but three of the twenty-one institutions. The pattern of qualifications is quite similar to that reported for early childhood education programs. At all but two of the institutions nearly all faculty listed hold doctorates; at those two, approximately half of the middle grades education faculty have doctoral degrees. Average years of experience relevant to the faculty member's teaching assignment is approximately twenty, as was the case also in early childhood education.

Student Teaching: Admissions criteria for student teaching in middle grades education teacher education programs were described by seventeen campuses. Nine of those stated that such criteria were exactly the same as those for early childhood education, and the other eight presented criteria essentially the same as those previously described for early childhood education--primary criteria are grade-point-average, and communications and writing skills.

The nature of the student teaching experience at the twenty-one institutions is precisely the same as that previously described for early childhood education--at twenty institutions it is nine or ten weeks of full-time assignment (one academic quarter), while at Emory University it is one semester of half-time followed by one semester of full-time teaching.

The number of candidates admitted to student teaching in middle grades education teacher education programs demonstrates a somewhat uncertain

period of growth and development of middle grades education teacher education programs around the State, with some stability in the number of candidates involved by the 1981-82 academic year.

Information was also sought on the number of persons admitted to student teaching who were new to the campus in question--who had taken their preparatory coursework at another institution. Eight campuses responded that there were no new students admitted to middle grades education student teaching during the five-year period in question, eleven institutions indicated that they did not keep records of that nature, and one school reported that it had admitted two new students to student teaching during the 1979-80 academic year.

In response to a request for the number of candidates denied admission to middle grades education student teaching during the years in question, seven campuses reported that no candidates were denied such admission. Three institutions reported some denials--a total of twelve rejected candidates during the academic years and summer sessions for which information was requested. The other eleven campuses reported that such information was not available.

Course Offerings: Each institution was asked to indicate the number of courses offered in middle grades education teacher education, the number of sections of such courses during the 1981-82 academic year, the student headcount enrollment in all such classes, and the credit-hours produced.Once again there is a wide range of average class size indicated by these figures, representing in some cases greater and in others a

smaller level of credit-hour production than suggested by the campus-wide information collected in section one of the questionnaire.

Retention: All but three of the twenty-one institutions responded to the request for a description of their retention processes for programs in middle grades education, and the answers were quite similar to those for early childhood education. In nearly all programs the primary points of decision concerning retention occur after introductory education classes and again prior to student teaching.

A general picture of retention patterns appears from the data provided on the number of candidates applying for middle grades education teacher education programs, the number admitted to programs, the number completing coursework, the number in student teaching, and the number completing student teaching during the three academic years and summer sessions studied. The information provides a further picture of the rather gradual development of middle grades education teacher education programs during the years studied. While the retention patterns are quite stable, the overall size of the programs remains small during this five-year period.

Graduation Criteria: The graduation criteria reported for teacher education programs in middle grades education are essentially the same as those for early childhood education. The eighteen campuses responding to this item state that in all cases they review grade-point-average and require successful completion of student teaching. About half the institutions also require scores on either the National Teachers Examination (NTE) or a similar instrument.

SECTION SIX: PROGRAMS IN SECONDARY EDUCATION INFORMATION

In section six of the questionnaire each campus was asked to provide information on teacher education programs in secondary education. The data requested concerning secondary education programs covered the same topics as those sought for early childhood education and middle grades education, and also included breakdowns of enrollment and graduation data by six specific secondary subjects--English, foreign languages, mathematics, science, social studies, and vocational education. The availability of secondary education teacher education programs in those major fields at each of the responding campuses is reflected in Table 15 on page 53. As those data indicate, twenty institutions report having secondary education teacher education program; nine of those have programs in all six areas, six have programs in five of the areas, and five have programs in four areas. No campus reported having fewer than four such programs. Atlanta University, however, has no undergraduate programs, and Wesleyan College did not submit section six of the questionnaire.

Enrollment: Enrollment in secondary education teacher education programs was requested in full-time-equivalent statistics for all fields combined, in student headcount for all fields combined, and in headcount figures for each of the specific subject areas.

This array of data portrays a fairly drastic decline in secondary education teacher education enrollment over the five-year period studied, with several institutions experiencing around a fifty-percent drop. Other

TABLE 15

SECONDARY EDUCATION TEACHER EDUCATION PROGRAMS BY SUBJECT

Campus	English	Foreign Languages	Mathematics	Science	Social Studies	Vocational Education
Albany	x		x	x		x
Armstrong	x		x	x	x	x
Augusta	x	x	x	x	x	x
Georgia College	x	x	x	x	x	x
Georgia Southern	x	x	x	x	x	x
Georgia SW	x	x	x	x	x	x
Georgia State U.	x	x	x	x	x	x
Kennesaw	x		x	x	x	
North Georgia	x	x	x	x	x	x
Univ. of Georgia	x	x	x	x	x	x
Valdosta	x	x	x	x	x	x
West Georgia	x	x	x	x	x	
Agnes Scott	x	x	x	x	x	
Atlanta Univ.	no undergraduate program					
Berry	x	x	x	x	x	x
Brenau	x			x	x	x
Clark	x	x	x	x	x	
Emory Univ.	x	x	x	x	x	
Oglethorpe Univ.	x		x	x	x	
Shorter	x		x	x	x	
Spelman	x	x	x	x	x	x
Wesleyan	no information reported					

institutions fared better than that, with some holding almost even, and one reporting an increase in secondary students. With respect to specific secondary fields of study, the largest are social studies and English, both of which have seen a substantial enrollment decline at most institutions. The enrollment in foreign languages is extremely small, and declining further. In mathematics and science the enrollment levels are moderate, with mathematics holding steady or increasing slightly at most campuses, and science also holding fairly steady with a few institutions showing decreases. The enrollment in vocational education, including business and home economics, is close to English and social studies in volume, and in most cases holding steady over the five-year period.

Graduation: In the area of secondary education teacher education programs, each institution was asked to provide statistics on graduation of all programs combined, and separate numbers for each of the six major program fields. The information provided, as reflected in the enrollment statistics, portrays a decline in production of secondary education teachers at most institutions, although some campuses report fairly stable numbers of graduates over the five-year period studied. It would appear that the more rapid decline indicated by enrollments will result in even fewer secondary education graduates in the years following 1982. The actual number of graduates reported from programs is extremely small, even in the areas of social studies, English, and vocational education.

Withdrawals: Very few of the campuses were able to provide information on withdrawals from secondary education teacher education programs. The institutions were also asked to give any reasons of which they were aware for withdrawals from secondary education; the campuses responding to this question suggested that the primary reasons were the comparative attraction of other careers.

Admissions Criteria: The admissions criteria reported for secondary education teacher education programs are quite similar to those previously described for early childhood education and middle grades education. Seven institutions reported that the admissions criteria are exactly the same for all such programs; the eleven other campuses describing secondary education admissions criteria indicated that the major emphasis is on grade-point-average, interest in teaching, and recommendations.

Sequence of Courses: Each campus was asked to provide a description of the courses required for secondary education teacher education in each of the six major fields. Such descriptions were provided by twenty of the institutions, reflecting a rather similar pattern of requirements. For those campuses operating on the quarter system, the professional education course sequence was commonly between thirty to forty credits, and the teaching major ranged from fifty to ninety credits. No significant differences were noted between the different major fields or types of institutions.

Faculty: The same information on faculty was collected for secondary education teacher education as for the early childhood education and middle grades education programs. As with the other programs, nearly all faculty involved possess doctorates, and the length of experience relevant to teaching assignments again averages close to twenty years.

Student Teaching: Seventeen of the responding institutions provided information on admissions criteria for student teaching in secondary education. Five campuses stated that they had the same admissions criteria for secondary student teaching as for the early childhood and middle grades levels. The other twelve campuses indicated that the primary criterion was grade-point average, and that recommendations, experience, and communications skills were also given important consideration.

The nature of the student teaching experience for secondary education was reported by all campuses to be the same as that for early childhood education and middle grades education--a full-time assignment for one academic quarter at seventeen of the campuses, and the one semester half-time followed by one semester full-time at Emory University. Three campuses did not provide this information.

Each campus was asked to report the number of candidates who were admitted to secondary education student teaching, the number of those who were new to the campus (having taken previous coursework at another campus), and the number denied admission to student teaching. This information would suggest that student teaching levels at most campuses are holding quite steady over the five-year period in question, a statistic

somewhat counter to the previously reported information on enrollment and graduation which showed a dramatic decline.

With respect to students new to the campus entering student teaching, seven institutions reported that they had no such new students during the years studied. Four campuses reported that they did not keep such records. Only one new student was reported at one campus.

Ten campuses reported information on the number of students denied admission to secondary student teaching during the years studied. Four of those institutions reported that no students were denied, while the other six campuses reported a total of thirty-seven denials.

Course Offerings: The institutions were asked to report the number of courses offered in secondary education during the 1981-82 academic year, the number of sections of such courses, the total headcount enrollment in all such classes, and the number of credit-hours produced. The data on courses as compared to enrollment is similar to that for the early childhood education and middle grades education levels, and not inconsistent with the limited data available from the campus-wide section of the questionnaire.

Retention: The retention procedures for secondary education teacher education programs were also reported to be the same as those for early childhood education and middle grades education. Retention decisions are commonly made at two points--following introductory courses, and just prior to student teaching. Data on retention in secondary education teacher

education programs were collected by asking for the number of students who applied for admission, the actual number admitted, the number completing coursework, the number in student teaching, and the number completing student teaching for each of the three academic years and summer sessions studied. The information shows reasonable stability in retention and in the strength of the programs over the years studied, and one must assume that the drop in overall secondary education teacher education enrollment reported previously will impact student teaching in the year or two following the last year studied here.

Graduation Criteria: Graduation criteria employed by secondary education teacher education programs appear to be quite similar to those for the early childhood education and middle grades education programs. Grade-point-average and successful completion of student teaching are nearly universal requirements, while many of the campuses also require scores on the National Teachers Examination (NTE) or another test of that nature. There appear to be no major differences between such requirements at the various campuses, nor between public and private or other segments of the higher education community in Georgia. No specific differences were reported between any of the six major secondary education areas of study on any campuses.

SECTION SEVEN: PROGRAMS IN SPECIAL FIELDS OF EDUCATION INFORMATION

The seventh and final section of the questionnaire sought information on teacher education programs in special fields of education. In particular, data were requested on teacher education programs in art, music, physical education, and special education--fields in which certification in the State of Georgia is given on a kindergarten to twelfth grades basis, rather than for such specific levels as early childhood, middle grades and secondary. Information was also sought on the field of reading, but responses from campuses indicated that in all cases reading was a graduate level program.

The existence of teacher education programs in art, music, physical education, and special education at the responding campuses is displayed in Table 16 on page 60. Ten campuses have programs in all four areas (nine of those public institutions), while five campuses have programs in three areas, two have programs in two areas, and two have programs in one area. Two of the private institutions do not have programs in any of the four areas, while another (Atlanta University) has no undergraduate programs.

Enrollment: Enrollment information on teacher education programs in special fields was requested in full-time-equivalent statistics for all such programs combined, in headcount combined, and in headcount for each of the specific program areas. While this enrollment information is lacking from several campuses, the overall picture would appear to be one of fairly

TABLE 16

TEACHER EDUCATION PROGRAMS IN SPECIAL FIELDS OF EDUCATION

Campus	Art	Music	Physical Education	Special Education
Albany		x	x	x
Armstrong	x	x	x	x
Augusta	x	x	x	x
Georgia College	x	x	x	x
Georgia Southern	x	x	x	x
Georgia SW	x	x	x	x
Georgia State U.	x	x	x	x
Kennesaw		x	x	
North Georgia				x
Univ. of Georgia	x	x	x	x
Valdosta	x	x	x	x
West Georgia	x	x	x	x
Agnes Scott		x		
Atlanta Univ.		no undergraduate program		
Berry	x	x	x	
Brenau	x	x	x	x
Clark	x	x	x	
Emory Univ.				
Oglethorpe Univ.				
Shorter	x	x		
Spelman	x	x	x	
Wesleyan	x	x	x	

gradual decline in teacher education in such special fields of education over the five years studied. Three of the fields show such decline--art, physical education, and special education. Music, on the other hand, appears to be fairly stable at most campuses. There are, of course, great variations between these fields; physical education comparatively has a huge enrollment, special education is also fairly sizeable, while music is small, and art even smaller.

Graduation: Graduation statistics in teacher education in special fields were requested in a composite form, and separately for each of the four fields. Overall, the same pattern of gradual decline in numbers over the five years is reflected here as well. While these statistics are more complete than those for enrollment, some figures are missing, and the University of Georgia composite figures do not include graduates from the program in special education, since no numbers were reported for that area.

Withdrawals: Information on withdrawals from teacher education programs in special fields of education was reported from only three campuses. Spelman College indicated that there were no withdrawals during the years in question, North Georgia reported four withdrawals, and the University of Georgia reported nineteen withdrawals in the music program and twenty-three withdrawals in the physical education program. All of the other campuses stated that they did not keep information on withdrawals.

Admissions Criteria: Admissions criteria for teacher education programs in special fields of education do not appear to differ from criteria previously reported for the early childhood, middle grades, and secondary programs. Eight institutions state specifically that the same criteria are used for all programs. Another ten campuses describe criteria which rely primarily on grade-point-average, interest in the field, recommendations, and communications and writing skills.

Sequence of Courses: The general pattern of liberal arts study during the lower division years and professional education and content field preparation during the upper division years pertains for all teacher education programs in special fields of education just as is did for the previously described programs in early childhood, middle grades, and secondary education. The professional education requirements range between thirty and fifty quarter credits in the various programs described, and the teaching content requirements vary from fifty to ninety-five quarter credits, with art and special education more commonly being longer programs than music and physical education. The specific programs in each major area, however, do not appear to differ greatly from campus to campus.

Faculty: Each campus was asked to list its primary professional education faculty for its special fields of teacher education, with an indication of degrees held and length of relevant experience to current teaching assignments. While most of the faculty involved in these programs have doctorates or other terminal degrees appropriate to the field in

question (such as Master of Fine Arts), the number without such degrees is more pronounced than it was in the other three major program areas (early childhood, middle grades, and secondary education). The length of relevant experience reported for faculty in these programs is also somewhat less than for the other programs, averaging in this case around fifteen years as compared to the twenty-year average common to early childhood, middle grades, and secondary education. It must be noted, however, that no qualitative analysis can be made of such information. Clearly none of the reports on faculty suggests an inexperienced faculty involved in any of the programs at any of the campuses.

Student Teaching: As with previously described programs in early childhood education, middle grades education, and secondary education, the institutions report that the criteria for admission to student teaching in special fields of education focus primarily on grade-point-average, recommendations, and personal characteristics. Eight campuses report that the criteria for admission to student teaching in special fields are exactly the same as for early childhood, middle grades, and secondary education.

The nature of student teaching in special fields of education is also reported by all campuses to be precisely the same as for the other fields. Once again the pattern involves a full-time assignment of one academic quarter in duration (nine or ten weeks) at all campuses with special programs. Emory University, the one exception with a longer period of student teaching for other programs, does not offer any of the special area programs.

Each institution was asked to provide statistics on the number of students admitted to student teaching in special fields of education during the three academic years and summer sessions studied. The picture reflected in these numbers is fairly consistent with the gradual decline in candidates shown in enrollment and graduation statistics for special fields of education.

The campuses were also asked to report the number of students in student teaching in such fields who were new to the institution (who had completed preparatory coursework on another campus). As with the other major areas of teacher education, very few new students were identified. Seven campuses were able to report specific numbers--three stating that there were no new students in their student teaching programs, two others reporting one each, and the University of Georgia reporting a total of forty-two new students in student teaching, forty-one of those in the field of physical education. The other campuses reported that they did not keep statistics in this area.

The campuses also reported very few students who were denied admission to student teaching in special fields of education. Five institutions stated that there were no such denials during the years in question. Four other campuses reported a total of fifty-seven students who were denied admission during the three academic years and summer sessions for which data were sought. The other campuses stated that they did not keep records on denials.

Course Offerings: Each responding institution was asked to provide data on the number of courses offered, the number of sections of such

courses, the total enrollment in all such classes, and the credit-hour production in special fields of teacher education for the 1981-82 academic year. The information on class size and production appears consistent with that received for other areas of teacher education. In some instances the figures represent larger class size than the campus-wide averages reported, while in other cases class size in special fields of education is smaller.

Retention: The campuses described their retention processes for special fields of teacher education in the same manner as for the other teacher education programs. In all cases the major retention decisions are made after students have completed introductory courses in education, and again just prior to student teaching. Specific statistics on program retention were again collected by asking for information on the number of candidates applying to special programs in teacher education, the number admitted to programs, the number completing coursework, the number in student teaching, and the number completing student teaching for each of the three academic years and summer sessions studied.

The information on retention in special fields of education is similar to that discussed earlier from early childhood, middle grades, and secondary education programs. The retention rate is generally high, and the statistics again portray a gradual decline in the number of students being served by such programs over the five years studied.

Graduation Criteria: The graduation criteria reported for special fields of teacher education were the same as those previously reported for

early childhood education, middle grades education, and secondary education. In all cases institutions state that the primary criteria are grade-point-average and successful completion of student teaching. A few campuses also require scores on the National Teachers Examination (NTE) or similar tests.

Validation

The project proposal for the "Status of Teacher Education as It Relates to Critical Issues in Georgia" study stated that the project research team would meet with representatives of approximately one-fourth of the institutions responding to the questionnaire for purposes of validation of the information received. Meetings with such campus representatives were scheduled on Monday and Tuesday, January 31 and February 1, 1983. The research team met with administrators and/or faculty from six of the responding institutions: Georgia Southern College, Atlanta University, Georgia State University, Oglethorpe University, Kennesaw College, and University of Georgia. In each case the purpose of the meeting was to briefly review the questionnaires which were submitted by that campus, to resolve any uncertainties in the information as received, and to discuss the overall purpose of the project and the potential for future data collection.

Overall Impressions: It appears clear from this sample of interviews with representatives of six of the twenty-two campuses responding to the questionnaire that there is a general understanding of the importance of development of an effective statewide data base on teacher education, and a desire on the part of each campus to cooperate with such efforts. It is also clear from such conversations that if the building of such a data base is to be effective, it must be done in a manner which is carefully coordinated with other data collection efforts in the State, and it must communicate to the institutions well in advance the nature of the data to be collected so that internal procedures on each campus can be set in motion to assure that the data is ultimately available.

BIBLIOGRAPHY

The following bibliography on teacher education in the United States has been assembled as background for the final report of the "Status on Teacher Education as It Relates to Critical Issues in Georgia" project:

Adams, Kay Angona and Michael Q. Patton. "Performance-Based Teacher Education: Does It Work?" Phi Delta Kappan, May 1981, pp. 660-662.

Agnew, Ann T. "Liberally Educated Teachers: A Force To Reduce Educational Fragmentation." The Forum, Vol. 1, No. 1, Spring 1979, pp. 30-34.

American Association of School Administrators. "Testing Teachers for Competency." Teacher Competency: Problems and Solutions. Washington, D.C.: American Association of School Administrators, 1980, pp. 15-19.

American Educational Studies Association. "Standards for Academic and Professional Instruction." Educational Studies, Vol. 8, No. 4, Winter 1977-78, pp. 329-342.

Appignani, Georgianna. "Response to the Preliminary Report of the Commission to Study Teacher Preparation Programs in New Jersey." School of Education, Kean College of New Jersey, October 21, 1980, 7 pp.

Applegate, Jane H. and Thomas J. Lasley. "Cooperating Teachers Problems with Preservice Field Experience Students." Journal of Teacher Education, Vol. XXXIII, No. 2, March-April 1982, pp. 15-18.

Ayers, Jerry B. "Study of the Teacher Preparation Programs of Tennessee Technological University." ERIC 217020, October 1982.

Bartos, Robert and Floyd Souter. "What Are We Teaching in Educational Foundations?" Journal of Teacher Education, Vol. XXXIII, No. 2, March-April 1982, pp. 45-47.

Bernier, Normand R. and Averile E. McClelland. "Foundations of Education: Toward a Generative Model." Journal of Teacher Education, Vol. XXXIII, No. 3, May-June 1982, pp. 8-15.

Beyer, Landon E. and Kenneth M. Zeichner. "Teacher Training and Educational Foundations: A Plea for Discontent." Journal of Teacher Education, Vol. XXXIII, No. 3, May-June 1982, pp. 18-23.

Bierly, Margaret M. and David C. Berliner. "The Elementary School Teacher as Learner." Journal of Teacher Education, Vol. XXXIII, No. 6, November-December 1982, pp. 37-40.

Brandt, Richard M. and Robert W. Covert. "Emerging Markets for Educators." Journal of Teacher Education, Vol. XXXI, No. 5, September-October 1980, pp. 15-18.

Brittingham, Barbara and William F. Kelly. "Teacher Education and Human Services: Pointing the Way toward Change." Journal of Teacher Education, Vol. XXXI, No. 5, September-October 1980, pp. 7-10.

Brophy, Jere. "Recent Research on Teaching." Institute on Research and Teaching, Michigan State University, 1980, 36 pp.

Broudy, Harry S. "The Future of Teaching--Time for a Revolt." Address to United Teachers of Dade County, Miami Beach, Florida, February 10, 1979, 13 pp.

_____. "Paraprofessional and/or Professional Teachers." Address presented at Wittenberg College, November 30, 1978, 14 pp.

Bush, Robert N. "The Beginning Years of Teaching: Need for Attention, Focus, and Collaboration in Teacher Education." Stanford University, 1980, 17 pp.

_____. "A New Source of Energy for Teacher Education: Collaboration." Paper presented at Conference of Texas Research and Development Center and National Institute of Education, Austin, Texas, January 10-12, 1979, 20 pp.

_____. "We Know How To Train Teachers: Why Not Do So?" Journal of Teacher Education, Vol. XXVIII, No. 6, November-December 1977.

Calfee, Carol. "Should Foundations of Education Be Included in Teacher Education?" The Forum, Vol 3, No. 1, Spring 1981, pp. 1-4.

Capie, William, Charles E. Johnson, S. Joy Anderson, Chad D. Ellett, and James R. Okey. "Teacher Performance Assessment Instruments." Teacher Assessment Project, University of Georgia and Georgia Department of Education, 1979, 71 pp.

Christensen, Doran. "Accrediting Bodies, State Higher Education Agencies, and Learned Societies: Partners for Quality Education." The Forum, Vol. 3, No. 1, Spring 1981, pp. 16-20.

Clark, David L. and Egon G. Guba. "An Inventory of Contextual Factors and Conditions Affecting Individual and Institutional Behavior in Schools, Colleges and Departments of Education." Research on Institutions of Teacher Education Project, Indiana University, July 1976, 23 pp.

Coker, Homer, Donald M. Medley, and Robert S. Soar. "How Valid Are Expert Opinions about Effective Teaching?" Phi Delta Kappan, October 1980, pp. 131-134.

Commission for Teacher Preparation and Licensing. "Beginning Teacher Evaluation Study: The Final Report." Sacramento, California: Commission for Teacher Preparation and Licensing, State of California, Fall 1980, 25 pp.

_____. "Teacher Preparation and Licensing 1980-90s: What Might Be." Report of seminar held by the Commission for Teacher Preparation and Licensing, State of California, April 20-21, 1978, San Diego, California, 223 pp.

_____. "Teacher Preparation: The State of the Art." Report of seminar held by the Commission for Teacher Preparation and Licensing, State of California, January 19-21, 1975, Culver City, California, 63 pp.

Confrey, Jere. "Content and Pedagogy in Secondary Schools." Journal of Teacher Education, Vol. XXXIII, No. 1, January-February 1982, pp. 13-16.

Constant, A. P. "Teacher Supply and Demand in Public Schools, 1980-81." Washington, D.C.: National Education Association, 1981, 19 pp.

Corcoran, Ellen. "Classroom Contexts as Settings for Learning To Teach: A New Direction for Research in Teacher Education." Action in Teacher Education, Vol. IV, No. 1, Spring-Summer 1982, pp. 52-55.

Corrigan, Dean and David Imig. "Turning Teacher Education Around." The Education Digest, Vol. XLVIII, No. 2, October 1982, pp. 34-35.

Demetrulias, Diana and Alleen Deutsch. "New Audiences for Teacher Education." Bloomington, Indiana: Phi Delta Kappa Foundation, Fastback No. 178, 1982, 42 pp.

Denemark, George and Norma Nutter. "The Case for Extended Programs of Initial Teacher Preparation." Paper presented to Forum of Educational Leaders, Arlington, Virginia, September 7, 1979, 50 pp.

Denham, Carolyn and Ann Lieberman, editors. Time to Learn. Washington, D.C.: United States Government Printing Office for Commission for Teacher Preparation and Licensing, State of California, and National Institute of Education, May 1980, 246 pp.

Denton, Jon J. "Early Field Experience Influence on Performance in Subsequent Coursework." Journal of Teacher Education, Vol. XXXIII, No. 2, March-April 1982, pp. 19-23.

_____ and D. James Tooke. "Examining Learner Cognitive Attainment as a Basis for Assessing Student Teachers." Action in Teacher Education, Vol. III, No. 4, Winter 1981-82, pp. 39-45.

Donofrio, Angela M. "Age and Experience as Factors Affecting Student Attitudes toward Experience-Based Teacher Training Programs." ERIC 182309.

Dottin, Erskine S. "The Fight for Interpretive, Normative, and Critical Perspectives at the University of West Florida: The Existential Stand." The Forum, Vol. II, No. 1, Spring 1980, pp. 15-22.

Drummond, Caroline. "Temple University: A Case Study of Teacher Training." ERIC 197409, 1980.

Drummond, Robert J. "Attitudes of School Personnel toward Redesigning the Teacher Education Program at the University of Maine at Orono." ERIC 209232, 1981.

Drummond, William H. and Theodore E. Andrews. "The Influence of Federal and State Governments on Teacher Education." Phi Delta Kappan, October 1980, pp. 97-100.

DuCharme, Edward R. and Russell M. Agne. "The Education Professoriate: A Research-Based Perspective." Journal of Teacher Education, Vol. XXXIII, No. 6, November-December 1982, pp. 30-36.

Duffy, Gerald and Laura Roehler. " Instruction as Sense-Making: Implications for Teacher Education." Action in Teacher Educaton, Vol. IV, No. 1, Spring-Summer 1982, pp. 1-7.

Dumke, Glenn S. "Statement on Teacher Education." Statement delivered in Sacramento, California, on behalf of the California State University and Colleges, March 25, 1981, 8 pp.

Edelfelt, Roy A. "Professional Development: Teacher Education and the Application of Standards." Paper presented at Professional Development Workshop, Long Beach, California, July 8-9, 1980, 47 pp.

_____. "Redesigning Teacher Education." Paper presented at Conference on Development of Extended Teacher Education Programs. Gainesville, Florida, October 7, 1980. 23 pp.

_____. "Redesigning Teacher Education." ERIC 213682, July 1982.

Education Commission of the States. "Raising Teacher Quality Levels." Denver, Colorado: Education Commission of the States, June, 1982, 4 pp.

Edwards, Clifford H. "Teacher Education: Where Do We Go from Here?" Teacher Educator, Vol. 16, No. 4, Spring 1981, pp. 2-11.

Ellis, W. Geiger. "The Georgia Program Revisited and Updated." English Education, Vol. 13, No. 2, May 1981, pp. 79-85.

Fagan, Edward R. "Secondary Teacher Education: A Model for the Eighties." Harrisburg, Pennsylvania: Pennsylvania State Department of Education, June 1982.

Floden, Robert E. "Flexner, Accreditation, and Evaluation." Educational Evaluation and Policy Analysis, Vol 2, No. 2, March-April 1980, pp. 35-46.

Gephart, William J., Robert B. Ingle, and Gary Saretsky. "The Evaluation of Teachers." Summary of meetings of the National Symposium for Professors of Educational Research in Denver, Seattle, and Atlanta, May 1975, 65 pp.

Finkelstein, Barbara. "Technicians, Mandarins, and Witnesses: Searching for Professional Understanding." Journal of Teacher Education, Vol. XXXIII, No. 3, May-June 1982, pp. 25-27.

Florio, David H. and Robert H. Koff. Model State Legislation: Continuing Professional Education for School Personnel. Washington, D.C.: National Institute of Education, December 1977, 59 pp.

Friedman, M.I. Improving Teacher Education: Resources and Recommendations. New York: Longman, Inc., 1980, 304 pp.

Gallegos, Arnold M. and Harry Gibson. "Are We Sure the Quality of Teacher Candidates Is Declining?" Phi Delta Kappan, Vol. 64, No. 1, September 1982, pp. 33.

Gideonse, Hendrik D. and Ellis A. Joseph. "Are We Our Own Worst Enemies?" Journal of Teacher Education, Vol. XXXIII, No. 4, July-August 1982, pp. 31-32.

_____. "The Necessary Revolution in Teacher Education." Phi Delta Kappan, Vol. 64, No. 1, September 1982, pp. 15-18.

_____. "Teacher Education's Contribution to the University." Journal of Teacher Education, Vol. XXXIII, No. 2, March-April 1982.

Goldhammer, Keith. "Hallmarks for Excellence in Teacher Education." The Education Digest, Vol. XLVII, No. 7, March 1982, pp. 39-41.

Goodlad, John I. "Let's Get on with the Reconstruction." Phi Delta Kappan, Vol. 64, No. 1, September 1982, pp. 19-20.

Goodman, Jesse. "The Role of the University: The Seminar Experience in a Humanistic Teacher Education Program." ERIC 213685, July 1982.

Gough, Pauline B. "On Specialized Preparation for Elementary Teachers." Journal of Teacher Education, Vol. XXXIII, No. 6, November-December 1982, pp. 41-44.

Governor's Committee on Postsecondary Education. "Balancing Educational Opportunity with Academic Quality." Atlanta, Georgia: Governor's Committee on Postsecondary Education, June 1982, 14 pp.

_____. "Balancing Geographic Access with Georgia's Needs." Atlanta, Georgia: Governor's Committee on Postsecondary Education, June 1982, 26 pp.

Grebner, Florence, D., Doris E. Henderson, Betty J. Keogh, and Jo Mancuso. "Physical Education Teacher Education: Curriculum, Pedagogy, Certification: History, Ideas, Trends." ERIC Clearinghouse on Teacher Education, 1982, 32 pp.

Greene, David M. and Alan H. Jones. "Staff Report, Analysis, and Recommendations from the National and California Panels on Standards for Teacher Preparation and Licensing in California." Sacramento, California: Commission for Teacher Preparation and Licensing, September 11, 1981, 26 pp.

Greene, Maxine. "Educational Foundations Teach Critical Connections." The Education Digest, Vol. XLVII, No. 6, February 1982, pp. 2-5.

Gubser, Lyn. "NCATE's Director Comments on the Tom Critique." Phi Delta Kappan, October 1980, pp. 117-119.

Guthrie, James W. and Ami Zusman. "Teacher Supply and Demand in Mathematics and Science." Phi Delta Kappan, Vol. 64, No. 1, September 1982, pp. 28-33.

Haberman, Martin and Patricia Harris. "State Requirements for Cooperating Teachers." Journal of Teacher Education, Vol. XXXIII, No. 3, May-June 1982, pp. 45-47.

Hall, Gene E. and W. Robert Houston. "Competency-Based Teacher Education: Where Is It Now?" The Education Digest, Vol. XVLII, No. 4, December 1981, pp. 15-17.

_____ and Shirley M. Hord. "A National Agenda for Research in Teacher Education for the 1980s." Journal of Teacher Education, Vol. XXXII, No. 2, March-April 1981, pp. 4-8.

Hamachek, Don. "Characteristics of Good Teachers and Implications for Teacher Education." Unpublished paper, June 1981, 7 pp.

Hawley, Robert C. Assessing Teacher Performance. Amherst, Massachusetts: Education Research Associates, 1982, 154. pp.

Hermanowicz, Henry J. "Toward a New Model of Teacher Education." ERIC 199215, 1980.

Hodges, Carol. "Implementing Methods: If You Can't Blame the Cooperating Teacher Who Can You Blame?" Journal of Teacher Education, Vol. XXXIII, No. 6, November-December 1982, pp. 25-29.

Hodges, V. Pauline and Ana Maria Bevington Nash. "Should Teacher Training Institutions Be Concerned about the Reading and Writing Skills of Future Teachers?" Action in Teacher Education, Vol. IV, No. 1, Spring-Summer 1982, pp. 67-72.

Hord, Shirley M. and R.D. Adams. "Teacher Education Program Evaluation, 1981." Austin, Texas: University of Texas Research and Development Center for Teacher Education, 1981, 119 pp.

Houston, W. Robert and Robert B. Howsam, editors. Competency-Based Teacher Education: Progress, Problems, and Prospects. Chicago: Science Research Associates, Inc., 1972, 182 pp.

_____. "The Status of Competency-Based Education: An American Report." British Journal of Teacher Education, Vol. 7, No. 1, January 1981, pp. 17-24.

Hovey, Kenneth R. and William E. Gardner, editors. The Education of Teachers: A Look Ahead. New York: Longman, Inc., 1983, 211 pp.

Howsam, Robert B. "The Future of Teacher Education." Journal of Teacher Education, Vol. XXXIII, No. 4, July-August 1982, pp. 2-7.

_____. "Suggestions for Colleges of Education." Unpublished paper, 1980, 11 pp.

_____. "The Workplace: Does It Hamper Professionalization of Pedagogy?" Phi Delta Kappan, October 1980, pp. 93-96.

Huling, Leslie and Gene E. Hall. "Factors To Be Considered in the Preparation of Secondary School Teachers." Journal of Teacher Education, Vol. XXXIII, No. 1, January-February 1982, pp. 7-12.

Hunter, Elizabeth. "A Collaborative, Connected, Completely Organic, All Natural Teacher Education Program." Journal of Teacher Education, Vol. XXXI, No. 4, July-August 1980, pp. 7-10.

Hunter, Madeline. "The Impact of the Essentials of Education Approach on Teachers and Teaching." Unpublished paper, 1981, 32 pp.

_____. "Preparation of an Educator for the Twenty-First Century." Unpublished paper, 1981, 7 pp.

Inglis, Sidney A. "Proficiency Testing: Can Competence Be Legislated?" California Journal of Teacher Education, Vol. 8, No. 4, 1981, pp. 108-117.

Jones, Alan H. "AESA Standards and State Educational Policy in the Context of the 1980s." Paper presented to Society of Professors of Education, Dallas, Texas, February 27, 1980, 10 pp.

_____. "The Commission for Teacher Preparation and Licensing in the 1980s: The Ryan Act Ten Years Later and Beyond." Sacramento, California: Commission for Teacher Preparation and Licensing, State of California, May 1, 1980, 98 pp.

_____. "Comprehensive Plan for Coordination of Preservice and Inservice Professional Preparation of Educational Personnel in the State of California." Sacramento, California: California State Department of Education and Commission for Teacher Preparation and Licensing, 1980, 44 pp.

_____. "The Educational Foundations: An Interpretive, Normative, and Critical Force in Teacher Education." Journal of Teacher Education, Vol. XXXIII, No. 3, May-June 1982, pp. 35-37.

_____ and Peter L. LoPresti. "External Assessment: A California Case Study in Innovative Program Evaluation." The Competency-Based Curriculum Notebook, University of Utah, Fall 1982, 37 pp.

_____. "A New Goal for Educational Accountability: The Reestablishment of Professional Leadership." Paper presented at Public Forum on Accountability in Education, Denver, Colorado, April 3, 1982, 8 pp.

Judge, Harry. American Graduate Schools of Education: A View from Abroad. New York: The Ford Foundation, 1982, 69 pp.

Katz, Lilian and James D. Raths. "The Best of Intentions for the Education of Teachers." Action in Teacher Education, Vol. IV, No. 1, Spring-Summer 1982, pp. 8-16.

Kessler, Fred. "A Planned Program To Improve the Educational Delivery System." Mt. Clemens, Michigan: Clintondale Community Schools.

Kilgore, Alvah M. "Implementing Educational Equity Practices in a Field-Based Teacher Education Program: Some Promising Practices." ERIC 214919, August 1982.

Klassen, Frank H. and Howard B. Leavitt. "Teacher Education and Global Perspectives." ERIC Clearinghouse on Teacher Education, 1982, 42 pp.

Koff, Robert H., David H. Florio, and Joseph M. Cronin. Illinois Policy Project: Accreditation, Certification, and Continuing Education. Washington, D.C.: National Institute of Education, August 1976, 178 pp. and 206 pp. (2 volumes).

Kunkel, Richard C. and Evalyn Titus Dearmin. "The Political and Ideological Development of a Fifth-Year Statewide Internship." Journal of Teacher Education, Vol. XXXIII, No. 1, January-February 1982, pp. 19-23.

Laman, Archie E. and Dorothy E. Reeves. "An Investigation of Certain Alleged Student Biases about Teacher Education at Western Kentucky University." ERIC 212591, June 1982.

Lasley, Thomas J. and Jane H. Applegate. "The Education of Secondary Teachers: Rhetoric or Reform?" Journal of Teacher Education, Vol. XXXIII, No. 1, January-February 1982, pp. 3-6.

Leck, Glorianne M. "Other Cultural Perspectives: Field Experiences and Opportunities." The Forum, Vol. 3, No. 1, Spring 1981, pp. 34-37.

Levin, Henry M. "Teacher Certification and the Economics of Information." Educational Evaluation and Policy Analysis, Vol. 2, No. 4, July-August 1980, pp. 5-18.

Lisman, David. "Mandatory Continuing Education and Teachers." Phi Delta Kappan, October 1980, pp. 125-126.

LoPresti, Peter L. "The Place of the Educational Foundations in State Teacher Preparation Policy: Grist for the Philosophic Mind." Paper presented to Far Western Philosophy of Education Society, Los Angeles, California, December 1, 1979, 28 pp.

_____ and Alan H. Jones. "Prospects for the Future of Teacher Education." Kappa Delta Pi Record, Vol. 18, No. 3, Spring 1982, pp. 74-77.

Lyons, Gene. "Why Teachers Can't Teach." Phi Delta Kappan, October 1980, pp. 108-112.

MacNaughton, Robert H., Frank Johns, and Joseph Rogus. "When Less Seems Like More: Managing the Expanded Field Experiences of the 1980s." Journal of Teacher Education, Vol. XXXIII, No. 5, September-October 1982, pp. 10-13.

Maryland State Board of Education. "Draft Recommendations of the Commission on Quality Teaching." Annapolis, Maryland: Maryland State Board of Education, May 1982, 43 pp.

Medley, Donald M.. "Teacher Competency Testing and the Teacher Educator." Charlottesville, Virginia: Association of Teacher Educators and Bureau of Educational Research, University of Virginia, 1982, 43 pp.

Mendoza, Alicia and Sharon Kossack. "The State of Florida: A Case Study in Governmental Assessment Legislation." Action in Teacher Education, Vol. III, No. 4, Winter 1981-82, pp. 17-23.

Mertens, Sally K. and Sam J. Yarger. "Escape from Deja Vu: On Strengthening Teacher Education." Journal of Teacher Education, Vol. XXXIII, No. 4, July-August 1982, pp. 8-12.

Miller, P.J. "Educational Theories: Luxuries or Necessities?" The Forum, Vol. 3, No. 1, Spring 1981, pp. 5-15.

Millman, Jason. "Research on Teacher Effectiveness: Implications for Teacher Assessment." California Journal of Teacher Education, Vol. 9, No. 3, Summer 1982, pp. 1-23.

Mohlman, Georgea G., Theodore Coladarci, and N.L. Gage. "Comprehension and Attitude as Predictors of Implementation of Teacher Training." Journal of Teacher Education, Vol. XXXIII, No. 1, January-February 1982, pp. 31-36.

Murray, John S., "The Extended Program for Teacher Education: A Procedural Critique." Journal of Teacher Education, Vol. XXXIII, No. 5, September-October 1982, pp. 2-5.

Nash, Robert J. and Russell M. Agne. "Beyond Marginality: A New Role for Foundations of Education." Journal of Teacher Education, Vol. XXXIII, No. 3, May-June 1982, pp. 2-7.

National Association for the Education of Young Children. "Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs." Washington, D.C.: National Association for Education of Young Children, 1982.

National Association of State Directors of Teacher Education and Certification and the Utah State Board of Education. "Standards for State Approval of Teacher Education," 7th edition. Salt Lake City, Utah: National Association of State Directors of Teacher Education and Certification and Utah State Board of Education, 1981, 116 pp.

National Evaluation Systems, Inc. "The Georgia Teaching Field Criterion-Referenced Tests." Atlanta, Georgia: Georgia Department of Education, May 1977.

Nelli, Elizabeth. "Program Redesign in Teacher Education." Journal of Teacher Education, Vol. XXXII, No. 6, November-December 1981, pp. 39-42.

Newhouse, Jack. "A Cross-Disciplinary Special Education Preparation Program: An Undergraduate Experimental Model." Journal of Teacher Education, Vol. XXXII, No. 4, July-August 1981, pp. 38-41.

Nichelson, John E. and Thomas J. Lasley. "Teacher Education Curricula: A Look at Preparation in Human Relations and Dealing with Behavior Problems." ERIC 215962, September 1982.

Nolan, James F. "Professional Laboratory Experiences: The Missing Link in Teacher Education." Journal of Teacher Education, Vol. XXXIII, No. 4, July-August 1982, pp. 49-53.

Parker, James A. "Education that Is Multicultural: The Pervasive Curriculum." The Forum, Vol. 3, No. 1, Spring 1981, pp. 38-43.

Peseau, Bruce A. "Developing an Adequate Resource Base for Teacher Education." Journal of Teacher Education, Vol. XXXIII, No. 4, July-August 1982, pp. 13-15.

_____. "Fourth Annual Academic Production and Funding Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges, 1980-81." Washington, D.C.: Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges, April 1982, 99 pp.

_____ and Paul Orr. "The Outrageous Underfunding of Teacher Education." Phi Delta Kappan, October 1980, pp. 100-102.

The Philosophy of Education Society. "Standards for Academic and Professional Instruction in Philosophy of Education." Educational Theory, Vol. 30, No. 4, Fall 1980, pp. 265-267.

Professional Standards Commission. "Administrator Evaluation: A Look at Georgia and the Nation." Atlanta, Georgia: Professional Standards Commission, State of Georgia, 48 pp.

_____. "Certificates in Georgia with Comparisons for Other States." Atlanta, Georgia: Professional Standards Commission, State of Georgia, 73 pp.

_____. "Off-Campus/External Degree Education in Georgia: A Status Report." Atlanta, Georgia: Professional Standards Commission, State of Georgia, 64 pp.

_____. "Staff Development: A Set of Procedural Guidelines." Atlanta, Georgia: Professional Standards Commission, State of Georgia, revised July 1982, 112 pp.

_____. "A Study of Reciprocity for Certifying Teachers in Georgia." Atlanta, Georgia: Professional Standards Commisssion, State of Georgia, 94 pp.

_____. "Teacher Satisfaction in Georgia and the Nation: Status and Trends." Atlanta, Georgia: Professional Standards Commission, State of Georgia, 40 pp.

Pugach, Marleen C. and James D. Raths. "Teacher Education in Multicultural Settings." Journal of Teacher Education, Vol. XXXIII, No. 6, November-December 1982, pp. 13-21.

Reisman, Fredricka K. and Jack V. Powell. "Reflecting upon a Teacher Education Program -- Diagnosing Where We've Been, Where We Are, and Where We're Going." ERIC 217012, October 1982.

Richert, Anna E. "Program Evaluation in Teacher Education: An Examination of One Operating System." Unpublished paper, 1981, 43 pp.

Rosner, Frieda C. and Kenneth R. Howey. "Construct Validity in Assessing Teacher Knowledge: New NTE Interpretations." Journal of Teacher Education, Vol. XXXIII, No. 6, November-December 1982, pp. 7-12.

Roth, Robert A. "Response to Alan Tom and Richard Wisniewski: A Look Beyond." Journal of Teacher Education, Vol. XXXIII, No. 5, September-October 1982, pp. 32-36.

_____. "Teacher Supply-Demand Studies: Future Trends." The Education Digest, Vol. XLVII, No. 9, May 1982, pp. 30-31.

Rowls, Michael D. and Madlyn Levine Hanes. "Teacher Recertification: The Shift toward Local Control and Governance." Journal of Teacher Education, Vol. XXXIII, No. 4, July-August 1982, pp. 24-28.

Rupley, William H. and Patricia Chevrette. "Research in Effective Classroom Instruction: Important Findings for Preservice and Inservice Teacher Educators." Action in Teacher Education, Vol. IV, No. 1, Spring-Summer 1982, pp. 73-79.

Rust, Val D. "Can Teacher Education Centers Facilitate School Development?" Phi Delta Kappan, October 1980, pp. 122-124.

Ryan, Thomas F. "Admission to and Retention in Teaching through Certification." Paper presented at National Association of State Directors of Teacher Education and Certification, Boston, Massachusetts, June 16, 1980, 36 pp.

Scannell, Dale P. and John E. Guenther. "A Five-Year Program for Teacher Education." The Education Digest, Vol. XLVII, No. 1, September 1981, pp. 10-12.

_____. "The Need for Comprehensive Programs of Teacher Preparation." California Journal of Teacher Education, Vol. 9, No. 3, Summer 1982, pp. 41-52.

Schalock, Del. "Bridging the Gaps: Next Steps in the Evolution of Teacher Education." California Journal of Teacher Education, Vol. 9, No. 3, Summer 1982, pp. 53-73.

Schlechty, Phillip C. and Victor S. Vance. "Recruitment, Selection, and Retention: The Shape of the Teaching Force." Paper presented at Conference on Research on Teaching: Implications for Practice, United States Department of Education, Airlee House, February 25-27, 1982, 61 pp.

Schwanke, Dean. "Follow-Up Studies and Teacher Education Program Content." Journal of Teacher Education, Vol. XXXI, No. 4, July-August 1980, pp. 49-50.

_____. "The Quality of Students in Teacher Education." ERIC Clearinghouse on Teacher Education, July 1982, 2 pp.

Schwartz, Henrietta. "Curriculum Change: Implications for Teacher Education Preservice Programs." Illinois School Research and Development, Vol. 17, No. 2, Winter 1981, pp. 19-24.

Smith, B. Othanel. A Design for a School of Pedagogy. Washington, D.C.: United States Department of Education, 1980, 118 pp.

_____. "Now Is the Time To Advance Pedagogical Education." Educational Theory, Vol. 30, No. 3, Summer 1980, pp. 177-183.

_____. "Pedagogical Education: How about Reform?" Phi Delta Kappan, October 1980, pp. 87-91.

Smith, David C. "The Content in Teacher Education Programs." ERIC 217029, October 1982.

_____ and Sue Street. "The Professional Component in Selected Professions." Phi Delta Kappan, October 1980, pp. 103-107.

Solomon, Lester. "Georgia Measures Teacher Performance." The Interstate Compact for Education, Vol. XII, No. 4, Winter 1979, pp. 18-19.

Stark, Joan S. "Annual Report to the President of the University." Innovator, School of Education, The University of Michigan, Vol. 14, No. 3, December 1982, pp. 1-21.

_____. "Response to the School of Education Review Charge." Report prepared for Review Committee for the School of Education, The University of Michigan, 1982, 65 pp.

State Department of Education. "Teacher Certification in Georgia: Requirements and Regulations for the Certification of Teachers and School Personnel." Atlanta, Georgia: State Department of Education, 1978, 71 pp.

State of Kansas. "Regulations for Certifying School Personnel and Accrediting Institutions and Approving Programs Offering Teacher Education." Topeka, Kansas: State of Kansas, July 1982.

Stedman, D.J. "Improving Teacher Education: Academic Program Review." Atlanta, Georgia: Southern Regional Education Board, 1980, 13 pp.

Stone, Calvin and Gary Wehlage. "Four Persisting School Dilemmas." Action in Teacher Education, Vol. IV, No. 1, Spring-Summer 1982, pp. 17-30.

Stout, Candace. "Why Cooperating Teachers Accept Students." Journal of Teacher Education, Vol. XXXIII, No. 6, November-December 1982, pp. 22-24.

Surwill, Benedict J. "Recommendations to Teacher Educators for Preparing Future Teachers for Careers in Rural Schools." ERIC 207779, 1980.

Swanchak, John and James R. Campbell. "Competency/Performance-Based Teacher Education: The Unfulfilled Promise." Educational Technology, June 1981, pp. 5-10.

Task Force on Higher Education and the Schools. "The Need for Quality." Report to the Southern Regional Education Board by its Task Force on Higher Education and the Schools, June 1981, 28 pp.

Teacher Education Conference Board. "Teaching as a Profession." Report by the Teacher Education Conference Board, State of New York, April 1980, 10 pp.

Teacher Preparation and Certification Services. "Issues in Teacher Preparation and Certification and the Role of the State Board." Report by the Teacher Preparation and Certification Services, Michigan Department of Education to the State Board of Education, State of Michigan, May 1980, 38 pp.

_____. "A Proposed State System for Educational Personnel Development: A Continuum Model." Report by the Teacher Preparation and Certification Services, Michigan Department of Education to the State Board of Education, State of Michigan, February 1982, 9 pp.

Thorne, James D. "A Three-Phase Program for Teacher Training." Science and Children, Vol. 17, No. 8, May 1980, pp. 18-20.

Tom, Alan R. "Chopping NCATE Standards Down to Size." Journal of Teacher Education, Vol. XXXI, No. 6, November-December 1980, pp. 25-30.

_____. "NCATE Standards and Program Quality: You Can't Get There from Here." Phi Delta Kappan, October 1980, pp. 113-117.

Travers, Eva Foldes. "The Case for Teacher Education at Selective Liberal Arts Colleges." Phi Delta Kappan, October 1980, pp. 117-131.

Tucker, Sylvia B. "Increasing the Research Capacity of Schools of Education: A Policy Inquiry." Report of seminar of education deans to the National Institute of Education, 1981.

The University of the State of New York. "Recommendations of the Commissioner's Task Force on Teacher Education and Certification." Albany, New York: State Department of Education, April 1, 1977, 40 pp.

_____. "Teaching as a Profession." Albany, New York: State Department of Education, July 1979, 47 pp.

Utah State Board of Education. "Manual of Instructions for Evaluation of Teacher Education Programs." Salt Lake City, Utah: Utah State Board of Education, 1981.

Vance, Victor S. and Phillip C. Schlechty. "The Distribution of Academic Ability in the Teaching Force: Policy Implications." Phi Delta Kappan, Vol. 64, No. 1, September 1982, pp. 22-27.

Vanderpool, J. Alden. "Reform of Teacher Education in California." Burlingame, California: California Teachers Association, March 29, 1979, 64 pp.

VanSchaak, Herbert and I. David Glick. "A Qualitative Study of Excellence in Teaching." ERIC Clearinghouse on Teacher Education, 1982, 58 pp.

Ward, Beatrice A. "Beyond Test Scores as Indicators of Teacher Competence." California Journal of Teacher Education, Vol. 9, No. 3, Summer 1982, pp. 24-40.

Ward, James G. "Teachers, Professionalism, and Teacher
presented at the American Educational Research As
Ontario, Canada, March 29, 1978, 14 pp.

_____. "Testing and Teaching: Partners in Learning.
Journal of Education, January 1981, pp. 91-95.

Warren, Donald R. "What Went Wrong with the Foundations and
Off-Center Questions?" Journal of Teacher Education, Vol. XXXIII, No.
3, May-June 1982, pp. 28-30.

Watts, Doyle. "Admissions Standards for Teacher Preparatory Programs:
Time for a change." Phi Delta Kappan, October 1980, pp.

_____. "Can Campus-Based Preservice Teacher Educat
Journal of Teacher Education, four-part series,
January-February 1982, pp. 50-53, Vol. XXXIII, No.
pp. 37-41, Vol. XXXIII, No. 3, May-June 1982,
XXXIII, No. 4, July August 1982, pp. 35-39.

_____. "Teacher Education: For Teachers Only."
Education, Vol. XXXI, No. 5, September-October 19

Weaver, W.T. "The Tragedy of the Commons: The Effec
Demand on the Educational Talent Pool." Paper
Association of Colleges for Teacher Educatio
February 19, 1981, 52 pp.

Webb, Clark D., editor. Exploratory Field Experiences
Education. Arlington, Virginia: Association
Commission on Exploratory Field Experiences, 1981.

Weible, Tom and Wayne Dumas. "Secondary Teacher Certific
Fifty States." Journal of Teacher Education, Vol
July-August 1982, pp. 22-23.

Wendel, Egon O. "Competency-Based Teacher Education: What Has Survived in
New York." Journal of Teacher Education, Vol. XXXIII, No. 5,
September-October 1982, pp. 28-31.

Whitmore, Joanne Rand. "Lessons Learned from Dean's Grants for the
Restructuring of Teacher Education." Journal of Teacher Education,
Vol. XXXII, No. 5, September-October 1981, pp. 7-13.

Willie, Reynold and Jean M. Kummerow. "Age and Interest in Continuing
Teacher Education." Educational Research Quarterly, Vol. 6, No. 4,
Winter 1981-82, pp. 30-37.